DOCUMENT RESUME

ED 199 463 CE 028 241

AUTHOR Morse, Betty R.; Dixon, Betty L.
TITLE Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.
INSTITUTION University of West Florida, Pensacola.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE 80
NOTE 175p.; For a related document see ED 193 495.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Adolescents; Home Economics; *Home Economics Teachers; Middle Schools; *Pregnancy; *Prevention; *Profiles; Secondary Education; Surveys; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS *Florida

ABSTRACT

Attitudes of Florida vocational home economics teachers were surveyed concerning a pregnancy-prevention education program for early adolescents during project phase 2. The Needs Assessment Inventory for Teenage Pregnancy Prevention developed in phase 1 was administered to 1274 teachers who approved the range of objectives cited in the Inventory and reported themselves at least moderately prepared to teach them. Although there were no differences between family living and child development teachers and all other home economics teachers in approval of objectives, the first group reported themselves significantly more prepared to teach the eighty-four items. There were no differences in teacher approach--characteristically didactic--between the two groups. A teacher profile of demographic variables was compiled. Representing the most complete information available, the profiles included such personal information as marital status, number of children, religion, type of community, and preferred teaching area. (Over thirty tables are provided. Appendixes include the instrument, listing of materials in the resource center which was established, and outline and schedule of teacher seminars which were conducted.) (YLB)

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ED199463

Final Report

Project No. DVE 0-1C12

From July 1 1979 to June 30 1980

LAYING THE GROUNDWORK FOR AN INTERDISCIPLINARY EFFORT AIMED AT PREVENTION OF PREGNANCY AMONG MIDDLE SCHOOL YOUTH

Phase II

A Survey of Florida Vocational Home Economics Teachers

The University of West Florida
Pensacola, Florida

Betty R. Morse, Director

Betty L. Dixon, Research Coordinator

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

CE 028 241

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TABLE OF CONTENTS

Page

INTRODUCTION 1

- Phase I 1
- Phase II 2
  - Project Objectives 2
- Background of the Problem 3
- Scope of the Project 4
- Assumptions 5
- Limitations 5
- Definitions 6

REVIEW OF THE LITERATURE 7

- Rationale for Family Life Education 7
- Approach to Family Life Education 12
- Family Life Educator Preparation 15

METHODOLOGY 21

- Subjects 21
- Instrumentation 21
- Procedure 22
- Research Questions 23
- Data Analyses 23

RESULTS AND ANALYSIS 25

- Demographic Profiles 25
- Reliability 43
- Determination of Approval Scores 44
- Determination of Approval Scores by Subtests and Groups 71
- Determination of Competence Scores 76
- Determination of Competence Scores by Subtests and Groups 86
- Correlation of Approval and Competence Scores 90
- Determination of Teaching Approach and Differentiation of Approach by Groups 93
- Instrument Factor Analysis 95

CONCLUSIONS AND RECOMMENDATIONS 97

APPENDICES ....

- Appendix A 103
- Appendix B 113
- Appendix C 119
- Appendix D 123
- Appendix E 137

BIBLIOGRAPHY 143

ABSTRACT 149

1

LIST OF TABLES

Page

1. Age: All Teachers.. 25
1-A. Age: Family Living and Child Development Teachers............... 26
2. Marital Status: All Teachers....................................... 26
2-A. Marital Status: Family Living and Child Development Teachers...... 27
3. Number of Children: All Teachers.................................. 28
3-A. Number of Children: Family Living and Child Development Teachers...... 29
4. Community: All Teachers.. 30
4-A. Community: Family Living and Child Development Teachers......... 30
5. Religion: All Teachers... 31
5-A. Religion: Family Living and Child Development Teachers.......... 31
6. Education: All Teachers.. 32
6-A. Education: Family Living Teachers and Child Development Teachers...... 32
7. States of Institutions Conferring Degree: All Teachers.............. 34
7-A. States of Institutions Conferring Degree: Family Living and Child Development Teachers.............. 35
8. Teaching Experience in Home Economics: All Teachers................ 36
8-A. Teaching Experience in Home Economics: Family Living and Child Development Teachers.............. 36
9. Number of Students Taught by Sex: All Teachers..................... 37
10. Teaching Area: All Teachers....................................... 39
11. Teaching Experience in Area: All Teachers......................... 40
12. Preferred Teaching Area: All Teachers............................. 41
13. Grade Level: All Teachers... 42
14. Approval and Preparedness Scores.................................. 45
15. Rank Ordering of Objectives by Approval Score..................... 63
16. Mean Approval Scores on Subtest: Changing Bodies and Medical Concerns.............. 72
17. Mean Approval Scores on Subtest: Values Clarification............. 72
18. Mean Approval Scores on Subtest: Decision-Making.................. 73
19. Mean Approval Scores on Subtest: Family Relationships............. 73
20. Mean Approval Scores on Subtest: Interpersonal Relations.......... 74
21. Mean Approval Scores on Subtest: Role Development................ 74
22. Items Which Received Higher Mean Approval Scores from Non-Family Living Teachers.............. 76
23. Rank Ordering of Objectives by Preparedness Scores................ 78

Page
24. Mean Preparedness Scores on Subtest: Changing Bodies and Medical Concerns.................................... 86
25. Mean Preparedness Scores on Subtest: Values Clarification.. 86
26. Mean Preparedness Scores on Subtest: Decision-Making............ 87
27. Mean Preparedness Scores on Subtest: Family Relationships.. 87
28. Mean Preparedness Scores on Subtest: Interpersonal Relationships.. 88
29. Mean Preparedness Scores on Subtest: Role Development........... 88
30. Objectives Having the Highest Approval/ Preparedness Correlation Scores................................ 91
31. Objectives Having the Lowest Approval/ Preparedness Correlation Scores................................ 92
32. Choice of Teaching Approach by Teaching Group.................... 94

INTRODUCTION

Teenage pregnancy, especially alarming because of the increasing incidence in young adolescents (The Alan Guttmacher Institute, 1976), has created complex implications for educational institutions. The problem prompted the Vocational Division of the Florida Department of Education to fund Project DVE 9-1E11, Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Students.

Phase I

As indicated by the title, the project objective was to lay the groundwork for an interdisciplinary effort aimed at the prevention of pregnancy among young adolescents. The following were accomplished in Phase I during the 1978-79 academic year (Final Report, p. 7):

1. Identification of factors associated with adolescent sexual behavior, contraceptive behavior, and pregnancy through a search of the literature.

2. Development of instructional objectives or skills associated with pregnancy prevention based on literature review.

3. Development and validation of a survey instrument, entitled Needs Assessment Inventory for Teenage Pregnancy Prevention, which measures approval of instructional objectives or skills for inclusion in an educational program for adolescents aged 13 to 15.

4. Determination of approval for each skill cited in the instrument.

5. Determination of reaction to basic themes included in the inventory (Changing Bodies and Medical Concerns, Values Clarification, Decision-making, Family Relationships, Interpersonal Relationships, and Role Development) among surveyed sample groups.

The Final Report (p. 7-8) describes the scope of the research:

> In order to fulfill project objectives, we implemented several processes. We utilized Havighurst's model of developmental tasks as an organizational framework for a series of instructional objectives or items included in the Needs Assessment Inventory for Teenage Pregnancy Prevention. Content validity of the instrument was established through a literature review

on adolescent behavior and was supported through interviews with three groups of adolescent women. We conducted the pilot test of the instrument using three sample groups: (1) students and parents serving as members of a superintendent's advisory committee; (2) professionals working on the problem of teenage pregnancy; and (3) Florida citizens selected randomly from nine of the largest cities.

Phase II

The purposes and principles of home economics and of pregnancy prevention education were incorporated into the instrument, Needs Assessment Inventory for Teenage Pregnancy Prevention. The development of the instrument was critical to the major purpose of Phase II: an assessment of attitudes of Florida home economics teachers toward including and their preparedness for teaching skills identified for pregnancy prevention. Specifically, the following were accomplished during Phase II:

1. Compilation of demographic profiles of Florida vocational home economics teachers.
2. Determination of approval for each skill cited in the Inventory.
3. Determination of self-reported competence to teach each skill cited in the Inventory.
4. Correlation of approval and competence scores.
5. Determination of responses to the six subtests or themes.
6. Differentiation between family living teachers and other home economics teachers regarding responses to themes.
7. Differentiation between teacher groups as to choice of teaching approach.
8. Establishment of a Materials Resource Center designed for use by community professionals in delivery of pregnancy prevention education.
9. Presentation of data and methods of teaching pregnancy prevention education to Florida family living teachers.

Background of the Problem

Society in general and home economics teachers in particular recognize that the number and incidence of young adolescent pregnancies are increasing (Guttmacher, 1976). There are often conflicting perceptions of the problem and, therefore, conflicting ideas about the role of education in addressing the problem. Such conflicts inhibit definition of the problem.

An adequate theoretical framework for viewing adolescent pregnancy is not found in the literature (Plionis, 1975; Morse et al.,1979). Researchers have found it necessary to study adolescent pregnancy from psychological, sociological, pathological, social, medical, philosophical, and moral viewpoints. The lack of an encompassing theoretical study framework limits researchers in formulating hypotheses, selecting adequate research designs, and, ultimately, delineating cause and effect relationships of the problem.

Although they lack a clear conceprualization of the problem, educational practitioners have sometimes adopted a reductionistic tendency in providing pregnancy prevention education in the schools. This tendency is often predicated on the basis of isolated adolescent needs, generally those of a biological nature (Pietrofesa and Pietrofesa, 1976; Gordon, 1975); the focus is on biological sex information. Such isolated treatment by educators has contributed to a continuing, sometimes raging, controversy from parents and society-at-large.

Some authorities believe that the problem of adolescent pregnancy may reflect the inability to integrate maturing genitality into a personality structure -- albeit incomplete (Collins, 1971; Maddock, 1973). Perrin and Smith (1972) have noted that human sexuality "involves behavior in which sex is an integral part of everyday life. It is a factor which must not be drawn out of behavioral context and examined without all the intrinsic and extrinsic forces which affect the way men and women react, thus defining their sexual role" (p. 3). In a similar vein, Hoffman, Pietrofesa, and Splete (1974) report, "Human sexuality, as a school concern, must be defined in a broader context than in its traditional biological and informational sense. It refers to the totality of one's humanness" (p. 40).

The current approach to pregnancy prevention education appears to be derived from the relevant disciplines, i.e. biology, chemistry, psychology, sociology, anthropology, history, and philosophy, coupled with those processes from which values evolve. An appropriate context for such education appears to be home economics, which comprises the liberal arts and technical, scientific, and artistic disciplines (Tate, 1973). This holistic concept has been affirmed:

> Home economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical

> environment and on the other hand with his nature as a social being, and is the study specially of the relationship between these two factors. . . . It is a philosophical subject . . . something to connect and bind together into a consistent whole the pieces of knowledge at present unrelated (East [1980, p. 10] reported this definition was adopted by the fourth Lake Placid Conference, Lake Placid, New York, September 1902).

Home economics is an applied field of study because physical, biological, and social sciences are applied to problem-solving within the context of home and family. Home economics differs from other applied fields such as engineering, agriculture, and medicine in that its major focus is the home; the welfare of families and individuals is a primary concern.

Although home economics may be appropriate for pregnancy prevention education, its effectiveness in the prevention of unwanted pregnancies is difficult to ascertain. However, adolescent pregnancy is a complex behavior and cannot be explained within a single theorectical framework. The goal of pregnancy prevention must be approached through an educational program that is broad in scope and perspective.

Many known variables are involved in changing behavior. An initial requirement for assessing the effects of an educational program is that identified skills actually must be included in the teaching/learning process. Whether competencies are taught or can be taught involves the issue of whether teachers approve of those competencies and whether they feel prepared to teach them. It is generally assumed that teachers prefer to teach subject matter and skills within their selected field of study. Another assumption is that once certified by the state in which they seek employment, teachers are prepared to instruct students in their area of study and expertise.

Both assumptions require examination in relation to family life education. Certain concepts -- specifically those comprising sexuality education which may be presumed to include moral education -- are included in family life education. Some teachers may neither approve nor feel prepared to teach such competencies. The teacher is recognized as a major factor in the learning process (Dearth, 1974; Jacobson, 1976; Juhasz, 1970). Therefore, teacher perceptions may be instrumental in assessing the potential tor successful implementation of educational objectives and effective results.

Scope of the Project

During the 1979-1980 academic term, the Needs Assessment Inventory for Teenage Pregnancy Prevention was administered to 1274 Florida secondary home economics teachers with a 61 percent response rate. Demographic profiles of teachers were compiled. We collected responses and conducted appropriate analyses. The staff searched, selected, purchased and catalogued for use appropriate learning/teaching resources. The materials were housed in the Curriculum Laboratory of the University of West Florida library and are available for public use. (An annotated bibliography of these resources may be found in Appendix D). Seminars were conducted for Florida home economics teachers to inform them of research findings and to present methods of pregnancy prevention education (Seminar plans and schedules are found in Appendix E).

Assumptions

The research team acknowledged that certain assumptions must be made as part of any research effort. The following assumptions were made for this study:

1. Attitudes can be measured by self-report responses.
2. As adopted, The Needs Assessment Inventory for Teenage Pregnancy Prevention measured two variables: the degree of approval of pregnancy prevention skills and the degree of teacher preparedness to teach each of the 84 skills.
3. The attitudes of teachers in the three non-participating counties did not differ significantly from those of teachers in the 64 participating counties.
4. The 84 items comprising the Inventory represent six distinct subtests or themes.
5. Teachers differ in their characteristic teaching approach.

Limitations

We acknowledge the following limitations:

1. The Inventory permits reported indicators of attitudes. Since attitude indicators only approximate human behavior, teacher responses may not express actual feelings about pregnancy prevention education.
2. The competence rating scale allowed only three choices (3 = Well prepared; 2 = Somewhat prepared; 1 = Not prepared at all), whereas individual competence ranges broadly over a wide spectrum. The limited response range may have contributed to the greater frequency of selection of the "Somewhat" response.
3. The property of mutuality could not be included in the question appraising teaching approach without biasing responses. For

this reason, teaching approach results must be viewed cautiously.

Definitions:

The following terms used in the report are defined as follows:

1. affective competencies - those competencies which involve and focus on values, attitudes and feelings and are mediated by cognitive competencies.
2. cognitive competencies - those competencies which require and emphasize mental and intellectual abilities and processes.
3. domains of learning - divisions of learning, each with an established hierarchy of complexity.
    a. affective domain - emphasizes values, attitudes and feelings.
        1. receiving - attending
        2. responding - reacting
        3. valuing - developing attitudes
        4. organization - arranging values systematically
        5. characterization - internalizing a value complex
    b. cognitive domain - emphasizes mental and intellectual abilities and processes.
        1. knowledge - recognizing, recalling
        2. comprehension - understanding
        3. application - using ideas
        4. analysis - reasoning
        5. synthesis - creating
        6. evaluation - judging

REVIEW OF LITERATURE

The review and synthesis of literature in Phase I of the project was intensive, reflecting both the breadth and depth of the problem of adolescent pregnancy. The broad nature of the phenomenon resulted in a search of the literature relating to these major areas (Final Report, p. 3):

1. Cultural context of adolescent development, as well as the influence of families and schools.
2. Problems inherent in the development of an intervention program aimed at pregnancy prevention.
3. Frequency of behaviors and indication of interest in sexuality during childhood.
4. Parental and public attitudes toward family-life education dealing with sex related concepts.
5. Adolescent sexual behavior, contraceptive behavior and pregnancy.
6. Psychological theory related to adolescent behavior and development.

The review of literature in Phase II of the project was very selective, focusing only on issues that have direct learning implications for educational programming. Three issues were reviewed: a rationale for family life education, an examination of the approach to family life education, and an examination of family life educator preparation.

Rationale for Family Life Education

Adolescent pregnancy is one of many symptoms of inadequate personal/social/familial functioning. The issue lacks a theoretical base for understanding and must be approached from a broad learning perspective. The perspective endorsed by this study -- family life education -- is presumed to consist of various concepts previously identified and substantiated (Klemer and Smith, 1975; Rodman, 1970, Fleck, 1980): self-understanding, goal-setting, individual and social values, relationships, communication, resolution of conflict, heredity, socialization, environmental interaction, understanding of human sexuality and sexual roles, methods of coping with life situations, and decision making/problem solving.

The Report of The National Commission on Family Life Education (1968) identified two major goals of family-life education: (1) an instructional program that integrates the concepts of the social sciences and other areas; and (2) sound knowledge that enables individuals and families to make rational decisions.

The goals are based on the belief that: (1) better human relationships result when people know and understand more about themselves and others and also know how certain kinds of interaction take place; and, (2) people can be taught the process of relating more effectively (Klemer and Smith, 1975).

Finally, the teaching of family-life education is advocated on the basis of a major assumption: that teaching and learning about families are extremely important.

Educational Attainment of the Pregnant Adolescent. In addition to a wide range of personal consequences for the adolescent mother and her baby, a curtailment of the mother's education also can be anticipated. Females who bear their first child while still quite young are less likely to complete formal schooling than those who delay motherhood. Bacon (1969) found that nearly 6 out of every 10 women who bore their first child at age 16 or younger completed only 8, or fewer, years of education.

A later study (Furstenberg, 1976) reported that young women who become pregnant (and carry to term) while still in school have a much greater likelihood than their childless classmates of leaving school without graduating. Furthermore, these educational losses persist and even increase over time (Moore and Waite, 1977).

Although Cutright (1973) and other researchers suggest that those who become prematurely pregnant would have completed little formal schooling whether pregnant or not, there is evidence that an adolescent birth does hinder educational attainment. A representative sample of New York City mothers of first-borns indicated that the younger the age of the mother at the birth of the first child, the more likely she would claim pregnancy as her excuse for dropping out of school. Pregnancy was the excuse given by 75 percent of the mothers who gave birth to their first child at 15 or 16 (Presser, 1977). These findings were substantiated by a Baltimore study that found similar educational aspirations among adolescents bearing babies and those of their childless classmates; however, the mothers were much less likely to realize those aspirations (Furstenberg, 1976).

Educational achievement and clearly defined educational-vocational goals have been positively correlated with a reduced tendency of middleschool youngsters to become pregnant (Chilman, 1978). In addition, education appears to be a factor involved in the use of contraceptives among sexually involved teenagers, in the reduction of the likelihood of teenage marriages, and in the choice of abortion to terminate adolescent pregnancy (Chilman, 1978). The communities that mobilized educational, social, and medical services in coordinated ways to meet the needs of adolescents during and following pregnancy reported a decrease in repeat pregnancies, as well as a prolongation of formal schooling (Chenowith, 1971).

In summary, early childbearing is strongly associated with curtailed education especially among young females attending school when their first child was born even when other variables are considered.

Philosophy of Democratic Education. How do children become independent, responsible, and competent adults? What is the process whereby they learn to develop their capacities? By what means do they achieve meaningful relationships? The preceding questions reflect the general aim of education--the development of human potential (Cousins, 1980). However, answers have eluded educators, creating an area of ignorance (Rogers, 1980). Whereas negative personality traits and anti-social behavior have been the subjects of extensive research, relatively little is known about the development of positive character traits, such as empathy, sensitivity, or altruism. The need for greater knowledge about the latter is obvious, especially in the area of family-life studies.

In perpetuating democratic ideals, educators must ". . . preserve and spread knowledge appropriate to the solution of specific problems, instill the disciplines essential to the acquisition of knowledge, describe the points of view from which problems are discussed, set forth the assumptions and imperatives on which solutions depend, and in the classroom, illustrate the spirit and procedure in which knowledge and reason are applied in coping with the adjustments of society" (The Education Policies Commission, 1937, p. 89).

Who or what is the appropriate purveyor of family life education? Sheldon White, in his Report to the National Panel on High School and Adolescent Education (1973) commented (p. 8):

> There seems to be a set of human functions which are taught somewhere between the school and the family, most likely in the peer group. These may include sex education, interpersonal relations, ethics, religious and moral values. The education of these topics seems to have moved out of the family's realm in many cases and the consequences to the development of the child are difficult to interpret. The peer group may be picking up where the family left off and the schools did not pick up. This is not to suggest that the school should attempt to take on the training that the peer groups are presently doing. Adolescent education is much larger than the schools and probably will and should remain so.

Thus, the question of the role of formal education in these areas remains somewhat tentative. Societies have educated themselves through enculturation and socialization, utilizing self-perpetuating models for traditional family roles. The involvement of schooling as an educational force in the process was initiated only in the 20th century as a concept of industrial society. John Dewey (1915) argued that because urban parents left the home for the greater part of the day, they no longer model adult behavior for their children; therefore, schools must carry on this task. More recently, Urie Bronfenbrenner (1978) analyzed this issue further in his expressed concern about the generation gap and concluded that public education must play a role in the socialization process.

Educational decision-makers recognized the need for family-life education early in the nation's history of compulsory education. The oft-studied and -quoted report of the Commission on the Reorganization of Secondary Education, probably the most influential educational document in this country, included in its Seven Cardinal Principles of Education (1918) two goals pertinent to family-life education: worthy home membership and ethical character. The Commission decreed that "secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available" (Seven Cardinal Principles of Education, 1918, p. 7). The Commission also recommended that preparation for effective living rather than preparation for the college or university should be the primary goal for public education in the United States.

A later study, again by the National Education Association, reaffirmed and further emphasized the significance of family-life education to both content and process of democratic education. A study by the Department of Superintendence of the National Education Association (1928) identified four major groups of objectives of education. All relate specifically to family-life education:

1. The objective of self realization;

2. The objective of human relationships;

3. The objective of economic efficiency;

4. The objective of civic responsibility.

A National Education Association Bicentennial Panel, consisting of 48 members of various disciplines and diverse beliefs, in addition to 95 secondary school students, reconvened in 1972 to consider "reframing of the cardinal principles of education and recommendations for a global curriculum." The Panel reported that the seven goals had retained their usefulness and importance (The Seven Cardinal Principles Revisited, 1976).

The United States Office of Education, in its policy on family-life education, states that "each community and educational institution must determine the role it should play in the area of family-life education and sex education: only the community and its agencies and institutions can know what is desirable, what is possible, and what is wise for them in this realm" (Powers and Baskin, 1969, p. 1).

The provision for family life education is reflected also in the goals of public education for Florida. Goal Two, General Education, states:

> All Floridians shall have the opportunity to acquire the general education fundamental to career and personal development and necessary for participation in a democratic society. This includes skills, attitudes, and knowledge for general problem-solving and survival, human relations and citizenship, moral and ethical conduct, mental and physical health, aesthetic, scientific and cultural appreciation, and environmental and economic understanding (Focus on Public Education in Florida, 1977, p. 3).

Amidst charges that consciously planned curricula to effect such nebulous goals as "worthy home membership" and "ethical character" are nonexistent (Martin, 1980), it may be argued that family life education offers a potential for positive social change. In fact, when taught by competent teachers utilizing well-founded approaches and substantive content, family life education may represent the only holistic curriculum available to accomplish that goal in contrast to fragmentary attempts of other curricula (Blankenship and Moerchen, 1979).

Thus far, rationale for this project has focused on educational considerations. However, legal ramifications also are a primary concern in any decision concerning the offering of family-life education. Specifically, sex education courses have been challenged in the courts by parents on five grounds (Solberg, 1978, p. 1):

1. The state statutes governing public school curricula do not specifically permit such courses and are an overly broad delegation of legislative power to the school boards.

2. The courses unconstitutionally interfere with the parents' exercise of religious freedom.

3. The instruction unlawfully establishes a religion of "secular humanism."

4. The courses infringe on the parents' right to control their children's education.

5. The classes violate the parents' right of privacy by requiring the discussion of sensitive family matters outside the home.

The same study reported recent court holdings (Solberg, 1978) and offered two lessons pertinent to the constitutionality of sex education: (1) educational policies establishing sex education courses must permit students to be excused from attendance upon request from parent or guardian; and (2) refusal by a local board to offer sex education cannot be based solely on the grounds that family life education would offend a particular religious group.

Approach to Family Life Education

A teaching approach may be defined as a teacher's generalized instructional orientation to the teaching/learning process. Any effective approach must be selected and applied on the basis of student needs (Fleck, 1980; Biehler, 1974). In delineating the needs for pregnancy prevention programming, Schinke, Gilchrist, and Small (1979) described a critical four-step process:

1. Adolescents need access to relevant information.

2. Adolescents must perceive, comprehend, and store the information accurately.

3. Adolescents must personalize and use the information in making personal decisions.

4. Adolescents need behavioral skills to implement these decisions in social situations.

Several teaching approaches are generally recognized: the didactic or expository approach (Broudy, 1972; Fleck, 1980; Tuckman, 1978); the discovery approach (Broudy, 1972; Fleck, 1980); and the encounter approach (Broudy, 1972; Fleck, 1980). The first, expository or didactic teaching, is associated with elements of instruction that can be formalized such as information, rules, formulas, and principles. Such elements can be made explicit. Therefore, the primary strategy of such teaching would appear to be selective reinforcement as advocated by associationism (Biehler, 1974).

Reinforcement strategy employs steps or stages that are characteristic of programmed instruction. Broudy (1972) proposes the following design:

1. Prepare the environment for instruction;
2. Present the learning task, giving explicit instructions;
3. Elicit the trial response;
4. Correct the trial response;
5. Test the response;
6. Fix the response.

Broudy affirms that the design, if used as instructed, will meet the requirements of didactic teaching: imparting information, developing skills, learning and applying rules and principles, as well as solving problems by manipulating identified elements.

Cognitive-field theory, as advanced by Bruner (Biehler, 1974) embodies the belief that educators must be concerned with the processes of behavior, rather than with the behavior itself. Discovery learning is encouraged by the way the process is structured, not by direct control. Cognitive field theorists stress the value of structure in the teaching approach. In addition, Bruner (1960) believed that intuitive thinking, although neglected in teaching, is very important and is dependent on one's structure of knowledge. Bruner gives advantages of structure (Biehler, 1974, p. 24).

1. An understanding of the fundamentals facilitates comprehension.
2. Unless detail is organized into a structured pattern, it is rapidly forgotten. Detailed material is conserved in memory by representing it in simplified ways.
3. An understanding of fundamental principles and ideas appears to aid adequate transfer.
4. Structure permits a person to narrow the gap between elementary and advanced knowledge.

The cognitive-field theory uses the discovery approach to instruction. Situations are arranged to encourage insight so that students can learn on their own. The basic technique of the discovery approach is to ask questions about phenomena and hypothesize about occurrences. Its application may include such classroom practices as stimulating awareness, encouraging participation, stimulating informed guesses, and emphasizing contrast (Biehler, 1974).

A third approach is encounter teaching (Broudy, 1972; Fleck, 1980). It also has been referred to as "personalized teaching" (Seif, 1979). Broudy (1972) described encounter teaching as "the intangible components of wisdom and intellectual stimulation that under favorable conditions are generated by the teacher in the pupil" (p. 316). It is possible that Combs (1978) supported a similar view. He contended that good teaching is not attributable to a method of teaching but rather a method of solving problems related to the behavior of the teacher himself/herself.

Related studies (Brown, 1970) substantiate the idea of "self as method" in teaching. Results show that effective and less effective teachers can be distinguished on the basis of the following five major areas (Brown, 1970):

1. Empathetic qualities;
2. Positive self-concept;
3. Beliefs about other people (effective teachers view others in positive ways);
4. Open, facilitating purposes;
5. Authenticity.

A teaching framework, termed the empathetic approach by its developers (Klemer and Smith, 1975), includes elements of all previously described approaches. It was developed specifically for family life instruction. Emphasizing that the process of teaching is as important as the content, Klemer and Smith devised a plan whereby students progress in their ability to empathize with others. The philosophy of the empathetic approach is that those who can empathize with others by applying theories and generalizations about behavior will begin to understand themselves better. Klemer and Smith described the process as case presentations that illustrate conflicts. Students progress through personal feelings and clarify beliefs based on behavioral principles and generalizations. However, Klemer and Smith warn that failure is certain if the teacher is unable to create rapport and warm relationships.

Although the validity of the approach has not been confirmed by research, Klemer and Smith prepared an evaluation schema consistent with recognized evaluation principles in the cognitive domain. They contended that family life subject matter is based on generalizations about human behavior, and that generalizations explaining relationships are objective. Therefore, the subject matter can be taught and evaluated objectively.

Klemer and Smith have described two other approaches: the literature approach and the research approach. In addition, they suggest usual methods and strategies that use the empathetic approach and may appeal to family-life teachers: discussions, questions, role playing, simulation games, music, and pictures.

Dixon (1980) investigated the various teaching approaches to family life education and found that didactic teaching is useful in several areas: the presentation of reproduction information and basic concepts, and in the theory of decision-making and problem solving. She suggested that didactic teaching is the appropriate approach to achieve the first two steps advocated by Schinke et al. (1979) for pregnancy prevention education programs: 1) gaining knowledge, and 2) perceiving, comprehending and storing knowledge accurately. However, an examination of the concepts comprising family life education and of the competencies inherent in accomplishing its goals revealed that the desired outcomes cannot be achieved through didactics alone. Family living competencies cannot easily be identified in behavioral terms or measured accurately or effectively. Such competencies as appreciating, respecting, and valuing have been termed affective (Krathwohl, Bloom and Masia, 1964). They involve feelings and emotions and are mediated by cognitive competencies. Dixon contended that achievement of affective competencies is associated with internal stimulation; therefore, a different approach must be considered. She believed that use of the discovery approach offers potential for achieving steps three and four in the pregnancy prevention education process (Schinke et al, 1979): personalizing and using information in decision-making, and behavioral skill training to implement decisions. Further, she maintained that the empathetic approach appears to be a unique application of the discovery approach. Encounter teaching involves each step Schinke proposed for educational programming designed to prevent premature pregnancy.

Family Life Educator Preparation

The teacher is generally recognized as the most important element in the learning process (Dearth, 1974; Broudy, 1972; Juhasz, 1970). The "who" of teaching is critical, according to Simon and Gagnon (1967), because teachers determine the process of teaching: how classes are conducted and how questions are fielded.

Some opponents of family life education charge that teachers are poorly prepared to deal with such concepts as sex, decision-making/problem-solving, or other elements included in such a program (Doyle, 1975). Citing teacher preparation as one means of assessing the capacity of a school to teach a given program, Doyle referred to a survey of teacher training institutions by Malfetti who found that only eight percent offered courses on the teaching of sex and related topics.

Moral education, if included in pregnancy prevention curriculum as advocated by Morse et al. (1979), is an area of concern. There is evidence that many teachers are not equipped to handle moral instruction (Wilkins, 1980). Based on Kohlberg's (Kohlberg and Turiel, 1974) theory of moral education, the teaching thrust is intended to help advance students' moral reasoning one step beyond their current level of moral development (Wilkins, 1980). The objective is based on the belief that when a higher level of moral reasoning is repeatedly encountered, the student is motivated by the resulting cognitive dissonance to growth toward the creation of a new mental structure. It becomes immediately evident that teachers need to be moral reasoners at the highest levels; yet many teachers reason at the lower levels. Since moral education is concerned with the "why" of moral decisions, those teachers operating at only conventional levels will be unable to assist their students and even less able to advance the moral reasoning of those students (Wilkins, 1980).

A general statement on preferred teacher characteristics appears as part of the policy of the National Commission on Family Life Education. In its March 1968 report, this arm of the National Council on Family Relations defined characteristics of teachers considered suitable to teach the subject:

> Competently-prepared family life educators are crucial to successful realization of goals. Teachers in the family life fields, like teachers of other areas, must know the content with which they are dealing and its relationship to other fields of knowledge. Those working in family life education should be able to deal effectively with their own feelings and attitudes. They need to be able to help youth and adults clarify their concepts. . .They should be competent in the field of human relationships and able to communicate effectively.

Juhasz (1970) surveyed the opinions of administrators of 250 teacher training institutions, in addition to those of 102 family life educators, and developed a profile of characteristics considered important to professionals. The views of those surveyed coincided to a degree with the characteristics expressed by the policy of the professional organization. The administrators and teachers termed the following characteristics as important, in order of frequency mentioned:

1. ability to communicate
2. acceptance of sexuality
3. a well-developed sense of empathy
4. a sense of humor
5. good teaching techniques
6. female status
7. married status

In addition, a second group of administrators (those directing the 12 most frequently mentioned family life programs referred to in the literature) were asked by Juhasz (1970) to list the five qualities most important in effective family life teaching, in order of importance. They responded:

1. acceptance of human sexuality
2. respect for youth
3. ability to communicate
4. high degree of empathy
5. teaching techniques (non-authoritarian; dialogue, not monologue)

An examination of the two rankings revealed rather wide agreement on essential human qualities; disagreement was expressed in the issues of factual information and marriage and sex variables.

When queried concerning preparation necessary for effective teaching, teachers listed such needs as skills in communication, evaluation techniques, group dynamics, community relations, and counseling, as well as sensitivity training (Munson, 1976; Schultz and Williams, 1968; Johnson, 1968). Their responses were compared with those cited as important for teachers by 50 leading authorities in the field. The two groups were in agreement except on the question of sensitivity training; only 22 percent of the experts felt such training was necessary for teachers.

Parents and students also were surveyed in an attempt to determine their preferred characteristics of family life teachers. A high degree of concensus existed between the two groups, as well as among parent-student groups and educators, although the frequency of selection differed for some characteristics (Conley and Haff, 1975; Jacobson, 1976; Dearth, 1974). Generally, parents and students agreed that the following characteristics are important:

1. ability to communicate

2. knowledge in subject matter area

3. interest in the field

4. sensitivity to students' feelings and needs

5. self-understanding

6. familiarity with changing family attitudes and practices

In addition to preferred characteristics of family living teachers, surveys have determined actual characteristics of current teachers of family life education. Composite findings reflect five factors (Mason, 1974):

1. Most teachers are female.

2. The mean age of teachers is around 35, many in their twenties.

3. Approximately three-fourths are married, a few divorced, and one-fifth single.

4. Three-fourths have undergraduate majors in home economics.

5. Teachers have 10 years of experience in teaching high school home economics and 5 years of experience in teaching family living.

Family life concepts, especially those of sexuality education, have been taught within the framework of various disciplines (i.e., home economics, health-physical education, social sciences, and biological sciences). Yet, in a national study, Allen and King (1970) reported that only six percent of the current family life teachers have received family life education instruction themselves.

The discipline of home economics offers an appropriate framework for family life educator preparation. One such framework is the Florida Home Economics vocational certification requirements that were revised in 1974 (Section 6A-4.20):

> Specialization requirements for certification in Vocational Home Economics:
>
> a) a bachelor's or higher degree with completion of the four-year college curriculum in home economics education from an institution approved to train teachers of home economics by a state board for vocational education.
>
> OR
>
> b) a bachelor's or higher degree with thirty-six (36) semester hours in home economics including areas specified below:
>
> 1. eighteen (18) semester hours in courses dealing with the home and the family including credit in each of the following areas:
>   a. housing
>   b. home management
>   c. family economics or consumer economics
>   d. family relationships
>   e. child development
> 2. nine (9) semester hours in food and nutrition--credit must be presented in both food and nutrition;
> 3. nine (9) semester hours in clothing and textiles.
>
> In addition to the specialization requirements listed above, each applicant must complete six (6) semester hours of residence credit in home economics education at an institution approved by a state board for vocational education. The six (6) semester hours of credit must be earned at one (1) institution and may include special methods of teaching

> vocational home economics at the secondary level as prescribed in Section 6A-4.06(2)(a)3.c.

The requirements may be considered representative because Florida participates with 29 other states in the Interstate Agreement on Qualification of Educational Personnel.

In addition to specified professional criteria, family life educators who completed a recognized home economics program of study appear to demonstrate significant competencies not identified in written criteria. East (1980) reported that a disproportionate number of family life educators were found to score relatively high on conceptual systems. Conceptual systems theory, developed by Harvey, Hunt, and Shroeder (1961), suggests that perceptions can be characterized by four categories: System One individuals tend to be rather concrete in their view of the world and are guided in their behavior by tradition and authority; System Two individuals are negative toward tradition and authority; System Three individuals are externally oriented and value friendship and harmony; System Four individuals seek information and are problem-solvers, creative, and flexible in orientation. No home economics teachers were found to fall into System Two category. An unusual number of family relationships teachers were classified in System Four and were characterized as demonstrating more mature and abstract thinking styles.

In the past, little effort was made to establish specific requirements for the teaching of family life; however, a recent move has been made in that direction. The State of Indiana in 1978 began to require certification for all new teachers of family living courses (Womble and Yeakley, 1980). The 24 semester credit-hour certification was based on the following requirements:

1. human growth: 6 credits;

2. the family: 9 credits;

3. human sexuality: 6 credits;

4. educational methods, materials, and a practicum experience: 3 credits.

Although these requirements were described as minimum preparation, a survey of current family living teachers in Indiana revealed that many must return to school to obtain certification. In particular, health and social science teachers needed further course work in subjects related to human growth. Teachers in all areas except home economics needed courses in the family; and many in all teaching fields required college credits in human sexuality, educational methods, and the practicum experience.

In summary, investigations reported in the literature reveal a remarkable concensus among involved groups--students, parents, teachers and administrators--concerning preferred characteristics of family living teachers, but the problem of translating those human qualities into qualitative credentialing statements remains unresolved.

METHODOLOGY

In Phase II, the investigation attempted to assess the perceptions of home economics teachers regarding an educational program for middle school youngsters that included identified skills for the prevention of pregnancy. Ancillary objectives were: (1) to prepare a descriptive profile of teachers surveyed; and (2) to determine whether the teaching methods of teachers of child development and family living differ from teachers in other areas of home economics.

Subjects

Vocational home economics teachers for grades 7 through 12 in the state of Florida were selected for the study. Their ranks included approximately 1450 teachers in junior high school, middle school, high school, and vocational-technical school during the 1979-80 school term. A total of 1274 teachers were permitted by their district administrators to take part in the study. A demographic description of participating teachers is included in the Results Section of this report.

Instrumentation

The instrument utilized in the study, entitled Needs Assessment Inventory for Teenage Pregnancy Prevention, was developed by the research team in Phase I during the 1978-79 school term and adapted by the Phase II team (see Appendix A). The development of the instrument is described in the Final Report (pp 11-14).

The questionnaire consisted of 84 items, identified as skills relevant to a pregnancy prevention education program for adolescents between 13 and 15 years of age. Subjects were requested to respond to the 84 items in two different ways. First, subjects were asked to indicate their level of approval on a scale of 7 for including each skill in the described education program: 1 - strong disapproval; 2 = moderate disapproval; 3 = slight disapproval; 4 = neutral, neither approval or disapproval; 5 = slight approval; 6 = moderate approval; and 7 = strong approval. In addition, the adapted version requested subjects to indicate whether they thought their education and training had prepared them to teach the identified skills. A three-point scale was utilized: 1 = not prepared at all; 2 = somewhat prepared; and 3 = well prepared. Further, the instrument requested selected demographic data in order to formulate a composite profile of subjects for descriptive purposes. Finally, questions were added to address the issue of teaching approach that emerged in the review of the literature of

Phase II. These questions sought to distinguish family living and child development teachers from those in other areas of home economics to determine characteristics of their teaching methods. The instrument required approximately one hour to complete.

Content Validity. Content validity of the questionnaire was established by two processes. First, each item was selected for inclusion only after it was identified as relevant to the issue of adolescent pregnancy in at least three references in the literature. Second, a sample of 21 adolescents were asked questions related to the skills constituting the Inventory. Differences noted in attitudes and behavior between pregnant adolescents and adolescents who were not pregnant supported the validity of their responses and the need for item inclusion in the inventory.

Phase I researchers included numerous tables (Final Report, pp. 19-28), indicating percentages of the three adolescent groups that responded in selected ways to the various themes. The researchers concluded that four themes received the strongest support for inclusion in a pregnancy prevention education program: Changing Bodies and Medical Concerns, Decision-making, Family Relationships, and Interpersonal Relationships.

Reliability. A reliability score of .977 was reported for the instrument. The estimate of reliability was obtained by the formula for Coefficient Alpha, generalized from the Kuder-Richardson 20 formula (Nunnally, 1972).

Procedure

A listing of teachers by name, name of school, and address of school was obtained from the publication, Florida Home Economics Personnel, 1978-79. This listing was sent to each district superintendent (according to the specified county), along with a letter (see Appendix B) to describe the project and request that home economics teachers named on the list be allowed to participate. Superintendents were requested to return updated listings of teachers. After telephone followups, permission was received from all county offices except three: Brevard, Duval, and Jackson. Teachers in the 64 remaining counties comprised a population of 1274. Questionnaires were distributed by mail to the 1274 teachers who received a packet consisting of a cover letter (see Appendix B), the Inventory, a return stamped envelope, and a token to encourage response--a self-concept crossword puzzle. The first mailout achieved a 31 percent return rate. A second follow-up mailing drew a final response rate of 61 percent for the study; 750 usable forms were returned. A follow-up by telephone to non-respondents was not attempted because of the necessity to call during school hours.

Research Questions

The research problem generated the following questions:

1. Describe the general relevant identifying characteristics of home economics teachers.
2. What is the acceptance of a pregnancy prevention educational program?
3. What is the rank ordering of objectives by acceptance?
4. What is the acceptance of objectives related to identified sub-tests or themes?
5. Are there thematic differences between family living teachers and other home economics teachers in acceptance of identified pregnancy-prevention objectives?
6. What is the self-reported competence in teaching pregnancy prevention education skills?
7. What is the rank ordering of objectives by self-reported competence?
8. What is the self-reported competence related to identified sub-tests on themes?
9. Are there thematic differences in self-reported competence between family living teachers and other home economics teachers?
10. What relationship is there between acceptance of objectives and self-reported competence?
11. What is the characteristic teaching approach of Florida home economics teachers?
12. Are there differences in teaching approach between family living teachers and other home economics teachers in the state of Florida?

Data Analyses

Data were collected for both descriptive and research purposes.

Demographic data. For descriptive purposes, demographic data on several variables were collected: age, marital status, number of children by age category, type of residential community, religious affiliation, educational background, state in which bachelor's degree was conferred, teaching experience in home economics, teaching experience in area, preferred teaching area in home economics, and grade of students taught most frequently. Responses were tabulated to formulate a composite profile of teachers.

Reliability. The Coefficient Alpha formula, a generalization of the Kuder-Richardson 20 (Nunnally, 1972), was used to determine reliability. Pearson product moment correlations were computed between item responses and overall average responses as further assurance of reliability.

Approval and preparedness scores. In determining the degree of approval and of teaching preparedness perceived for each skill in the Inventory, means and standard deviations were computed for the three groups: 1) family living and child development teachers; 2) teachers of subjects other than family living and child development; and 3) all respondents.

Correlations between approval and preparedness scores. The Spearman-Brown rank order correlation technique was utilized to compute correlations between approval and preparedness scores. The Pearson Product moment correlation formula was used to compute the correlation between total mean approval and total preparedness scores in order to determine the extent to which the two variables were related.

Rank ordering of objectives. Rank order was based on mean approval scores and mean preparedness scores for each item. Rank order revealed teacher priorities and self-assessments of competence for instruction aimed at providing pregnancy prevention instruction.

Determination of thematic scores. In addition to approval and preparedness scores for each separate Inventory item, mean and standard deviation scores for the six basic themes were computed to compare responses of teachers of: 1) family living and child development; and 2) home economics areas other than child development and family living. Student's t-Tests were conducted to determine whether significant differences existed in mean scores by themes between the two teacher groups.

Differences in teaching approach. Responses were counted to determine the actual frequency for each teacher group. The chi-square technique was used to determine whether there was a significant difference in the teaching approach (i.e., the didactic or discovery approach) used by family living and child development teachers and teachers of subjects other than family living and child development.

Measurement of subareas. The instrument was factor-analyzed to determine the extent to which subareas could be identified. The factor analytic approach was exploratory in nature.

RESULTS AND ANALYSIS

Demographic Profile

Research question one concerned teacher identification according to selected variables. Demographic data were collected to develop teacher profiles. The variables described were: age, marital status, parenthood status, type of residential community, religion, education, state in which degree was conferred, teaching experience in the discipline, teaching load according to sex of students, teaching area, teaching experience in area, preference of teaching area, and grade level taught.

Age. The frequency and percentages of responses from all teachers in various age categories are given in Table 1. The largest percentages of the teachers was in the 25 to 35 age range (42.5 percent), followed by those aged 36 to 45 (25.43 percent). Therefore, approximately two-thirds of all teachers were in the 25 to 45 year age range.

Table 1

AGE: ALL TEACHERS

Age	Frequency	Percentage
No response	2	
Under 25	34	4.52
25-35	319	42.48
36-45	191	25.43
46-55	136	18.11
56-65	69	9.18
Over 65	2	0.27
Total	753	

Ages of family living and child development teachers as a separate group are given in Table 1-A. Again, the percentages within the various age ranges closely reflected tabulations for all home economics teachers. Approximately two-thirds (69.95 percent) fell in the 25 to 45 year age range.

Table 1-A

AGE: FAMILY LIVING AND CHILD DEVELOPMENT TEACHERS

Age	Frequency	Percentage
No response	1	.26
Under 25	13	3.37
25-35	167	43.26
36-45	103	26.69
46-55	69	17.88
56-65	32	8.29
Over 65	1	.26
Total	386	

Marital Status. The marital status of all teachers is shown in Table 2. The majority (73.71 percent) were married. Of the remaining, 15.55 percent were single, 1.36 percent separated, and 8.99 percent divorced.

Table 2

MARITAL STATUS: ALL TEACHERS

Marital Status	Frequency	Percentage
No response	19	
Single	114	15.55
Married	541	73.71
Separated	10	1.36
Divorced	66	8.99
Total	731	

The marital status of child development and family living teachers is depicted separately in Table 2-A. Results closely approximate responses of all home economics teachers surveyed.

Table 2-A

MARITAL STATUS: FAMILY LIVING AND CHILD DEVELOPMENT TEACHERS

Marital Status	Frequency	Percentage
No response	8	2.08
Single	59	15.36
Married	273	71.09
Separated	5	1.03
Divorced	39	10.16
Total	376	

Children. Approximately two-thirds of all teachers reported having children; the greatest number reported one child in the age range of 16 to 20 years. The number of children reported is shown in Table 3.

Table 3-A indicates the number of children reported by child development and family living teachers. Approximately two-thirds of the total group reported having children, nearly the same as that of all teachers.

Table 3

NUMBER OF CHILDREN: ALL TEACHERS

Children	Frequency	Percentage
No response	3	
No children	242	32.27
With children	508	67.73
Total	753	
Children from birth to 5 yrs.		
1 child	107	14.27
2 children	23	3.07
3 children	1	0.13
Children from 6 to 10 years		
1 child	102	13.60
2 children	13	1.73
3 children	2	0.27
Children from 11 to 15 years		
1 child	90	12.00
2 children	28	3.73
3 children	3	0.40
Children from 16 to 20 years		
1 child	111	14.80
2 children	30	4.00
3 children	8	1.07
5 children	1	0.13
Children over 20 years of age		
1 child	96	12.80
2 children	53	7.07
3 children	26	3.47
4 children	10	1.33
5 children	5	0.67
6 children	3	0.40
7 children	1	0.13

Table 3-A

NUMBER OF CHILDREN
FAMILY LIVING AND CHILD DEVELOPMENT TEACHERS

Children	Frequency	Percentage
No children	116	30.13
With children	269	69.87
Total	385	
Children from birth to 5 yrs.		
1 child	66	17.14
2 children	16	4.16
3 children	1	0.26
Children from 6 to 10 years		
1 child	54	14.03
2 children	7	1.82
3 children	2	0.52
Children from 11 to 15 years		
1 child	42	10.91
2 children	14	3.64
3 children	2	0.52
Children from 16 to 20 years		
1 child	55	14.29
2 children	15	3.90
3 children	1	0.26
Children over 20 years of age		
1 child	48	12.47
2 children	27	7.02
3 children	12	3.12
4 children	5	1.30
5 children	5	1.30
6 children	1	0.26
7 children	1	0.26

Type of Community. Teachers indicated their community status by choosing one of five categories shown in Table 4. The greatest number of teachers chose "city" as the type of community in which they resided. However, differences among percentages of choices did not vary greatly.

Table 4

COMMUNITY: ALL TEACHERS

Type	Frequency	Percentage
No response	8	
Rural	62	8.32
Small town	133	17.85
Small city	167	22.42
Suburb	162	21.75
City	219	29.40
Total	751	

Family living and child development teachers responded similarly to all teachers on questions regarding their communities. Results are given in Table 4-A.

Table 4-A

COMMUNITY: FAMILY LIVING AND CHILD DEVELOPMENT TEACHERS

Type	Frequency	Percentage
No response	4	1.04
Rural	29	7.53
Small town	67	17.40
Small city	83	21.56
Suburb	91	23.64
City	111	28.83
Total	385	

Religion. Religious preference of all teachers is indicated by Table 5. The great majority, almost 78 percent of all teachers, indicated Protestantism as their religious preference. Of the remainder, an almost equal number preferred Catholicism and other faiths.

Table 5

RELIGION: ALL TEACHERS

Type	Frequency	Percentage
No response	14	
Catholic	81	10.96
Protestant	576	77.94
Jewish	7	0.95
Other	70	9.48
Total	748	

Family living and child development teachers expressed religious preferences similar to those cited by all teachers: the majority (79 percent) indicated Protestantism as their choice.

Table 5-A

RELIGION: FAMILY-LIVING AND CHILD-DEVELOPMENT TEACHERS

Type	Frequency	Percentage
No response	4	1.04
Catholic	41	10.70
Protestant	301	78.59
Jewish	3	0.78
Other	34	8.88
Total	383	

Education. Educational level attained by teachers is indicated in Table 6. Approximately 65 percent of all teachers had B.S. Degrees, and approximately 34 percent had completed Master's Degrees.

The educational level attained by family living and child development teachers was very similar to that of all teachers. Results are depicted in Table 6-A.

Table 6

EDUCATION: ALL TEACHERS

Level	Frequency	Percentage
No response	2	
Less than B.S.	5	0.67
B.S.	487	64.85
Masters	252	33.56
Specialist	7	0.93
Total	753	

Table 6-A

EDUCATION: FAMILY-LIVING AND CHILD-DEVELOPMENT TEACHERS

Level	Frequency	Percentage
No response		
Less than B.S.	2	.52
B.S.	239	62.08
Masters	140	36.36
Specialist	4	1.04
Total	385	

States in Which Degrees were Conferred. Table 7 indicates the state (or country) in which teachers received bachelor degrees. As expected, the largest number of degrees (290 or 38.98 percent) were conferred in Florida. Adjacent states of Alabama was second (57 or 7.66 percent) and Georgia third (40 or 5 percent). Twelve states were not listed. The percentage of teachers educated in each state was computed, and states were ranked accordingly.

Data in Table 7-A include the frequency, percentage, and ranking of the state in which family living and child development teacher degrees were conferred. The percentages and rankings closely approximate those of all teachers. Eighteen states were not represented.

Table 7

STATES OF INSTITUTIONS CONFERRING DEGREE: ALL TEACHERS

Country	State	Frequency	Percentage	Ranking
	Alabama	57	7.66	2
	Arizona	1	.13	36.5
	Arkansas	8	1.08	19
	California	3	.40	27.5
Canada		2	.27	30.5
	Colorado	1	.13	36.5
	Connecticut	4	.54	25
	Florida	290	38.98	1
	Georgia	40	5.38	3
	Idaho	1	.13	36.5
	Illinois	14	1.88	14.5
	Indiana	16	2.15	12.5
	Iowa	6	.81	21
	Kansas	3	.40	27.5
	Kentucky	28	3.76	6.5
	Louisiana	9	1.21	18
	Massachusetts	3	.40	27.5
	Michigan	16	2.15	12.5
	Minnesota	3	.40	27.5
	Montana	1	.13	36.5
	Mississippi	28	3.76	6.5
	Missouri	5	.67	23
	Nebraska	1	.13	36.5
	New Jersey	5	.67	23
	New York	28	3.76	6.5
Nicaragua		1	.13	36.5
	North Carolina	22	2.96	9
	Ohio	29	3.90	4
	Oklahoma	5	.67	23
	Oregon	1	.13	36.5
	Pennsylvania	21	2.82	10
Puerto Rico		1	.13	36.5
	South Carolina	11	1.48	16
	Tennessee	28	3.76	6.5
	Texas	10	1.34	17
	Vermont	2	.27	30.5
	Virginia	17	2.29	11
	Washington	1	.13	36.5
	Washington, D.C.	1	.13	36.5
	Wisconsin	7	.94	20
	West Virginia	14	1.88	14.5
	Total	744		

Table 7-A

STATES OF INSTITUTION CONFERRING DEGREE: FAMILY-LIVING AND CHILD-DEVELOPMENT TEACHERS

Country	State	Frequency of Response	Percentage	Ranking
	Alabama	28	7.33	2
	Arizona	1	0.26	28.5
	Arkansas	3	0.79	21
	Colorado	1	0.26	28.5
	Connecticut	3	0.79	21
	Florida	142	37.17	1
	Georgia	21	5.50	3
	Idaho	1	0.26	28.5
	Illinois	8	2.09	12.5
	Indiana	4	1.05	20
	Iowa	5	1.31	17.5
	Kansas	3	0.79	21
	Kentucky	20	5.20	4
	Louisiana	6	1.57	14.5
	Michigan	8	2.09	12.5
	Mississippi	14	3.66	9
	Montana	1	0.26	28.5
	Missouri	1	0.26	28.5
	New York	17	4.45	5
	North Carolina	15	3.93	7.5
	Ohio	15	3.93	7.5
	Oklahoma	2	0.52	23.5
	Oregon	1	0.26	28.5
	Pennsylvania	12	3.14	10
Puerto Rico		1	0.26	28.5
	South Carolina	5	1.31	17.5
	Tennessee	16	4.19	6
	Texas	5	1.31	17.5
	Vermont	2	0.52	23.5
	Virginia	6	1.57	14.5
	Washington	1	0.26	28.5
	Wisconsin	5	1.31	17.5
	West Virginia	9	2.36	11
	Total	382		

Teaching Experience in Home Economics. Table 8 shows categorical responses to the question, "How long have you taught home economics?" The largest percentage (33.07 percent) were teachers with 6 to 10 years of experience; the smallest percentage (3.20 percent) reported the current year as their first.

Table 8

TEACHING EXPERIENCE IN HOME ECONOMICS: ALL TEACHERS

Years		Frequency	Percentage
No response		3	
Student teaching		1	0.13
Less than 1 year		24	3.20
1 to 5 years		145	19.33
6 to 10 years		248	33.07
11 to 15 years		164	21.87
More than 15 years		168	22.40
	Total	753	

Total years of experience in family living and child development teaching are reported in Table 8-A. Responses were very similar to those of all teachers.

Table 8-A

TEACHING EXPERIENCE IN HOME ECONOMICS
FAMILY LIVING AND CHILD DEVELOPMENT TEACHERS

Years		Frequency	Percentage
No response		1	0.26
Student teaching		0	0.00
Less than 1 year		12	3.12
1 to 5 years		72	18.70
6 to 10 years		124	32.21
11 to 15 years		86	22.34
More than 15 years		90	23.38
	Total	385	

Teaching Load. The number of students taught, in increments of 25 and according to sex, is shown in Table 9. Frequencies pertain to the number of teachers in each incremental range. Approximately one-third of all teachers teach one to 25 males and approximately 55 percent teach more than 25 males. The distribution of teachers according to the number of females taught is somewhat different, as expected. Approximately 75 percent of all teachers teach more than 75 females.

Table 9

NUMBER OF STUDENTS TAUGHT, BY SEX: ALL TEACHERS

Males	Frequency	Percentage
0	75	10.03
1-25	266	35.56
26-50	174	23.26
51-75	73	9.76
76-100	65	8.69
101-125	17	2.27
126-150	17	2.27
151-175	5	.67
176-200	22	2.94
201-225	3	.40
226-250	14	1.87
251-275	1	.13
276-300	9	1.20
301-325	2	.27
326-350	1	.13
351-375	0	.00
376-400	2	.27
401-425	0	.00
426-450	0	.00
451-475	0	.00
476-500	1	.13
607	1	.13
Total	748	

Table 9 (continued)

Females	Frequency	Percentage
0	33	4.41
1-25	24	3.21
26-50	58	7.75
51-75	120	16.05
76-100	156	20.86
101-125	69	9.22
126-150	86	11.50
151-175	36	4.81
176-200	77	10.30
201-225	14	1.87
226-250	33	4.41
251-275	6	.80
276-300	19	1.67
301-325	2	.27
326-350	5	.67
351-375	1	.13
376-400	3	.40
401-425	0	.00
426-450	1	.13
451-475	0	.00
476-500	3	.40
500-512	1	.13
Total	748	

Teaching Area. Table 10 gives the five categories indicated as teaching areas. Since many respondents taught in more than one area, the frequencies represent those who teach in a single area as well as in a combination of areas. Food and nutrition was indicated most often as the area of teaching involvement (54.58 percent). Child development and family relations was the second highest area (51.87 percent). In descending order, other percentages were the areas of clothing and textiles (48.65 percent), consumer education (18.87 percent), and housing (15.09 percent).

Table 10

TEACHING AREA: ALL TEACHERS*

Area	Frequency	Percentage
Food and Nutrition	405	54.58
Consumer Education	140	18.87
Clothing and Textiles	361	48.65
Child Development and Family Relations	385	51.87
Housing	112	15.09
Total	742	

*Figures represent teachers who teach one area only and also in more than one area.

Teaching Experience in Area. Table 11 shows the reported teaching tenure in the current specific area(s) rather than in the general field of home economics. The greatest single number of teachers (34.48 percent) reported six to ten years of experience within their current area(s). Closely following were those reporting one to five years (30.08 percent). Approximately 70 percent of all teachers reported ten or fewer years in their current area(s).

Table 11

TEACHING EXPERIENCE IN AREA: ALL TEACHERS

Years		Frequency	Percentage
No response		25	
Student teaching		3	0.41
Less than 1 year		37	5.08
1 - 5 years		219	30.08
6 - 10 years		251	34.48
11 - 15 years		108	14.84
More than 15 years		110	15.11
	Total	743	

Preferred Teaching Area. In addition to current teaching area(s), teachers were requested to indicate their preferred teaching area(s). The greatest single number of teachers (46.50 percent) indicated a teaching preference for the area of child development and family relations. The second greatest number (41.78 percent) chose the area of clothing and textiles. The area of food and nutrition was the third choice, followed by consumer education and housing. Specific frequencies and percentages are shown in Table 12. Although an interesting comparison may be made between teaching areas (Table 10) and preferred teaching areas (Table 12), the pattern of findings should be compared rather than actual percentages because more teachers indicated a combination within current areas than in preferred areas.

Table 12

PREFERRED TEACHING AREA: ALL TEACHERS*

Area	Frequency	Percentage
Food and Nutrition	279	37.60
Consumer Education	71	9.57
Clothing and Textiles	310	41.78
Child Development and Family Relations	345	46.50
Housing	69	9.16

*Figures include teachers who prefer one area only and also more than one area.

Grade Level. Table 13 shows the reported grade level either as a single grade or as a combination of grades. The greatest numbers indicated the eleventh and twelfth grades and were remarkably similar in frequency. A pattern of decreasing frequency with decreasing grade level was observed.

Table 13

GRADE LEVEL: ALL TEACHERS*

Grade		Frequency	Percentage
7th		196	26.42
8th		228	30.73
9th		236	31.86
10th		284	38.27
11th		341	45.96
12th		340	45.96
	Total	742	

*Figures represent teachers of one grade level only and also of more than one grade level. Consequently, the total precentage equals more than 100 percent.

Reliability

A reliability approval score (.973) was obtained by the same Coefficient Alpha formula that was used to determine original reliability estimates. The reliability preparedness score (.978) also was determined by the same formula. These figures are high and appear to indicate that the items measured the same issue, thus confirming high internal consistency among items.

As a further confirmation of reliability, Pearson product moment correlations were computed between item responses and over-all average responses to determine whether any individual items had the potential to weaken test reliability. The correlations appear in Table 14. The null hypothesis, $r_{xy} = 0$, was tested to determine the significance of the described correlations. All 84 items were significant at the .0001 level. This finding confirmed the assumption that individual items measured either the same or related factors and that no single item detracted from overall reliability.

Mean Approval Scores

Question two concerned whether teachers would accept the range of objectives proposed for inclusion in a pregnancy prevention education program for middle school youth. Mean approval scores for all teachers (See Table 14) ranged from 6.73 for item 9 (Weigh the consequences of premarital pregnancy.) to 5.62 for item 57 (Recognize male and female similarities in states of sexual excitement.).

The true limits of the number 7 range from 6.50 to 7.50. Twenty-two items (26 percent) were rated 6.50 or higher by all teachers, indicating "Strong Approval". The remaining items (74 percent) received ratings from 6.49 to 5.62, indicating "Moderate Approval". Family living teachers assigned "Strong Approval" ratings to 14 items (17 percent). No mean score was less than 5.50, which would have indicated only "Slight Approval" for the objective.

The same objectives received the highest and lowest mean approval scores from both teacher groups. Both groups assigned highest mean approval scores to item 9 and lowest mean approval scores to item 57. Scores were computed as follows:

	Family Living & Child Development Teachers	Other Home Economics Teachers
9. Weigh the consequences of premarital pregnancy	6.76	6.69
57. Recognize male and female similarities in stages of sexual excitement	5.71	5.52

The data indicate that Florida vocational home economics teachers moderately approve the teaching of pregnancy prevention skills as part of middle school curricula.

Table 14

APPROVAL AND PREPAREDNESS SCORES

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
1. State signs of pregnancy in the female.	6.55	1.06	0.63	2.61	0.58	0.59	0.24	A
	6.63	1.03	0.71	2.70	0.54	0.57	0.26	B
	6.46	1.10	0.55	2.51	0.61	0.58	0.19	C
2. Explain how both partners can take responsibility for birth control.	6.42	1.29	0.57	2.46	0.64	0.63	0.21	A
	6.48	1.24	0.68	2.57	0.62	0.63	0.24	B
	6.36	1.34	0.47	2.35	0.65	0.61	0.18	C
3. Describe ways in which the double standard operates in male-female relationships.	6.22	1.27	0.55	2.32	0.63	0.65	0.33	A
	6.26	1.26	0.57	2.45	0.60	0.68	0.35	B
	6.18	1.29	0.53	2.18	0.63	0.59	0.32	C
4. Explain how each of the methods of birth control is used and how effective each is.	6.16	1.49	0.54	2.26	0.70	0.59	0.24	A
	6.28	1.41	0.62	2.40	0.68	0.57	0.22	B
	6.04	1.56	0.46	2.11	0.69	0.58	0.23	C
5. List things most liked and disliked about taking care of babies and toddlers.	6.46	1.14	0.55	2.57	0.60	0.54	0.27	A
	6.53	1.07	0.56	2.64	0.57	0.55	0.23	B
	6.38	1.20	0.55	2.50	0.62	0.52	0.30	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

52

Table 14 (continued)

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
6. Suggest ways of asking for a date.	5.84	1.51	0.51	2.39	0.62	0.61	0.36	A
	5.89	1.40	0.49	2.45	0.61	0.59	0.32	B
	5.78	1.62	0.52	2.32	0.63	0.61	0.41	C
7. Identify basic emotions of people.	6.55	0.94	0.60	2.48	0.58	0.59	0.36	A
	6.61	0.91	0.62	2.54	0.57	0.56	0.33	B
	6.49	0.97	0.58	2.40	0.60	0.61	0.38	C
8. Identify qualities of people who succeed in an interesing job.	6.14	1.49	0.47	2.41	0.62	0.55	0.30	A
	6.15	1.42	0.46	2.42	0.62	0.56	0.33	B
	6.12	1.56	0.49	2.40	0.62	0.56	0.28	C
9. Weigh the consequences of premarital pregnancy.	6.73	0.85	0.68	2.47	0.64	0.74	0.21	A
	6.76	0.85	0.73	2.56	0.63	0.74	0.15	B
	6.69	0.86	0.63	2.38	0.63	0.73	0.25	C
10. List things most liked and disliked about taking care of school-aged children.	6.20	1.28	0.58	2.45	0.60	0.63	0.27	A
	6.28	1.14	0.56	2.55	0.58	0.63	0.30	B
	6.13	1.41	0.59	2.35	0.60	0.60	0.25	C

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Table 14 (continued)

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
11. Explain the effects of failing to treat venereal diseases.	6.65	0.95	0.70	2.19	0.70	0.59	0.18	A
	6.71	0.88	0.77	2.31	0.69	0.61	0.16	B
	6.59	1.02	0.63	2.06	0.69	0.54	0.19	C
12. Explain the use of verbal and nonverbal language to express thoughts and feelings.	6.21	1.14	0.62	2.18	0.64	0.63	0.35	A
	6.24	1.12	0.58	2.26	0.66	0.64	0.33	B
	6.18	1.16	0.65	2.10	0.60	0.62	0.39	C
13. Establish and use guidelines for communicating well with friends.	6.41	1.07	0.61	2.34	0.60	0.63	0.31	A
	6.42	1.03	0.58	2.39	0.62	0.65	0.29	B
	6.39	1.11	0.64	2.29	0.58	0.62	0.33	C
14. Define the term "role."	6.23	1.22	0.57	2.53	0.60	0.63	0.36	A
	6.26	1.20	0.54	2.60	0.59	0.61	0.32	B
	6.19	1.25	0.61	2.45	0.61	0.63	0.39	C
15. Compare mature and immature ways of achieving independence from parents.	6.57	0.94	0.69	2.42	0.60	0.69	0.30	A
	6.59	0.91	0.68	2.50	0.61	0.68	0.27	B
	6.55	0.98	0.70	2.34	0.59	0.69	0.33	C

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Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
16. Discuss the responsibilities of being the parent of a teenager.	6.48	1.07	0.63	2.40	0.64	0.65	0.28	A
	6.53	0.99	0.61	2.45	0.66	0.67	0.24	B
	6.43	1.15	0.64	2.35	0.62	0.63	0.32	C
17. State causes, symptoms, cures, and ways of preventing each of the venereal diseases.	6.58	1.00	0.71	2.13	0.71	0.56	0.15	A
	6.63	0.99	0.77	2.29	0.69	0.58	0.13	B
	6.52	1.01	0.65	1.96	0.69	0.49	0.15	C
18. Describe ways in which girls try to attract boys.	6.12	1.24	0.66	2.31	0.62	0.69	0.31	A
	6.14	1.20	0.66	2.35	0.63	0.73	0.26	B
	6.09	1.28	0.66	2.27	0.60	0.66	0.37	C
19. Explain how the messages received from parents, clergy, and friends both encourage and discourage sexual activity.	6.14	1.21	0.69	2.07	0.65	0.64	0.32	A
	6.17	1.19	0.73	2.15	0.68	0.64	0.29	B
	6.11	1.23	0.65	1.99	0.61	0.62	0.36	C
20. Suggest guidelines for working out disagreements with parents.	6.56	0.94	0.65	2.25	0.62	0.68	0.25	A
	6.60	0.85	0.61	2.31	0.63	0.70	0.25	B
	6.51	1.04	0.69	2.19	0.60	0.67	0.24	C

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Table 14 (continued)

Item	APPROVAL SCORES Mean	Standard Deviation	Item Total Correlation	PREPAREDNESS SCORES Mean	Standard Deviation	Item Total Correlation	Approval/ Preparedness Correlation	*
21. Describe ways in which people can show their love for one another.	6.52	0.93	0.69	2.39	0.61	0.74	0.34	A
	6.57	0.92	0.67	2.44	0.61	0.74	0.33	B
	6.48	0.94	0.70	2.33	0.60	0.75	0.34	C
22. Describe ways in which male and female bodies change during adolescence.	6.69	0.86	0.70	2.55	0.61	0.74	0.25	A
	6.72	0.85	0.70	2.65	0.58	0.68	0.25	B
	6.66	0.88	0.69	2.45	0.62	0.68	0.25	C
23. Identify decisions which are made by self and those made by parents.	6.20	1.09	0.64	2.28	0.61	0.68	0.38	A
	6.24	1.07	0.62	2.31	0.63	0.69	0.40	B
	6.15	1.10	0.65	2.25	0.58	0.67	0.36	C
24. Describe ways in which roles of wife, mother, and career person sometimes conflict with and complement one another.	6.29	1.13	0.66	2.43	0.62	0.70	0.32	A
	6.32	1.14	0.66	2.49	0.61	0.67	0.31	B
	6.25	1.11	0.67	2.37	0.63	0.72	0.32	C
25. Describe characteristics of meaningful dating relationships.	6.44	0.98	0.73	2.37	0.62	0.77	0.32	A
	6.44	0.97	0.74	2.44	0.60	0.77	0.31	B
	6.44	1.00	0.73	2.29	0.64	0.76	0.34	C

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Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
26. Compare male and female reproductive systems.	6.46	1.11	0.68	2.48	0.67	0.67	0.28	A
	6.52	1.07	0.71	2.61	0.59	0.64	0.33	B
	6.39	1.15	0.64	2.34	0.72	0.67	0.23	C
27. State advantages of planning for sexual activity.	5.92	1.60	0.61	2.23	0.70	0.70	0.30	A
	6.06	1.49	0.70	2.35	0.69	0.68	0.30	B
	5.77	1.70	0.53	2.10	0.70	0.70	0.29	C
28. Describe ways in which sexual feelings may be expressed.	5.98	1.45	0.69	2.15	0.68	0.75	0.27	A
	6.08	1.40	0.70	2.25	0.68	0.77	0.27	B
	5.88	1.49	0.67	2.03	0.66	0.72	0.24	C
29. Practice ways of working out disagreements between friends.	6.38	1.12	0.62	2.38	0.64	0.72	0.26	A
	6.40	1.06	0.57	2.40	0.61	0.70	0.21	B
	6.35	1.19	0.67	2.35	0.66	0.76	0.32	C
30. Share and discuss moral values with parents, clergy, teachers, and friends.	6.37	1.12	0.62	2.28	0.63	0.65	0.32	A
	6.34	1.12	0.57	2.35	0.63	0.64	0.33	B
	6.39	1.12	0.68	2.21	0.63	0.65	0.33	C

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61

62

Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
31. Describe a medical examination required for obtaining methods of birth control.	5.94	1.55	0.62	2.15	0.76	0.62	0.27	A
	5.97	1.54	0.64	2.25	0.75	0.58	0.31	B
	5.91	1.57	0.61	2.04	0.76	0.64	0.22	C
32. Assess advantages and disadvantages of an interesting job.	6.02	1.49	0.48	2.39	0.65	0.65	0.34	A
	6.01	1.49	0.44	2.43	0.63	0.61	0.34	B
	6.03	1.50	0.53	2.34	0.68	0.69	0.34	C
33. Describe the following kinds of love: love of God, brotherly love, love between a man and a woman, and love between parents and child.	6.42	1.04	0.71	2.47	0.63	0.67	0.34	A
	6.46	0.99	0.68	2.54	0.59	0.64	0.34	B
	6.37	1.10	0.73	2.38	0.65	0.69	0.33	C
34. Explain why people sometimes feel guilty about their sexual feelings.	6.22	1.24	0.73	2.21	0.68	0.75	0.26	A
	6.21	1.27	0.74	2.27	0.66	0.71	0.28	B
	6.22	1.22	0.73	2.14	0.69	0.78	0.25	C
35. Compare roles of mothers and fathers and explain how these are acquired.	6.39	1.11	0.69	2.46	0.63	0.77	0.37	A
	6.44	1.08	0.66	2.54	0.60	0.75	0.36	B
	6.34	1.14	0.72	2.37	0.65	0.77	0.39	C

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Table 14 (continued)

Item	APPROVAL SCORES Mean	Standard Deviation	Item Total Correlation	PREPAREDNESS SCORES Mean	Standard Deviation	Item Total Correlation	Approval/ Preparedness Correlation	*
36. Discuss personal values that result in appropriate behavior in dating situations.	6.47	0.97	0.71	2.37	0.64	0.77	0.36	A
	6.52	0.92	0.68	2.45	0.60	0.75	0.35	B
	6.41	1.02	0.74	2.29	0.67	0.79	0.36	C
37. Explain the differences among three phases of the menstrual cycle indicating when conception is most likely to occur.	6.43	1.15	0.64	2.45	0.68	0.70	0.29	A
	6.45	1.16	0.71	2.58	0.61	0.66	0.35	B
	6.40	1.14	0.58	2.32	0.73	0.72	0.23	C
38. Suggest advantages and disadvantages of having children.	6.57	1.00	0.70	2.59	0.58	0.74	0.23	A
	6.58	1.01	0.71	2.67	0.54	0.71	0.20	B
	6.55	0.99	0.69	2.50	0.60	0.74	0.25	C
39. Describe ways in which communication between two people can be blocked.	6.38	1.04	0.68	2.32	0.66	0.72	0.31	A
	6.47	0.97	0.64	2.40	0.65	0.72	0.27	B
	6.28	1.11	0.72	2.22	0.65	0.71	0.34	C
40. Explain how hormones affect growth and development during adolescence.	6.40	1.01	0.70	2.28	0.68	0.68	0.34	A
	6.44	0.96	0.67	2.39	0.64	0.66	0.35	B
	6.36	1.06	0.73	2.15	0.69	0.68	0.33	C

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Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
41. Explain how the messages received from books, TV, and movies both encourage and discourage sexual activity.	6.36	1.09	0.77	2.32	0.63	0.73	0.32	A
	6.42	1.05	0.76	2.41	0.62	0.72	0.35	B
	6.30	1.12	0.77	2.23	0.64	0.73	0.29	C
42. Suggest ways in which sexual responsibility can be handled.	6.39	1.16	0.69	2.21	0.66	0.79	0.25	A
	6.41	1.19	0.71	2.32	0.66	0.79	0.27	B
	6.37	1.14	0.68	2.10	0.64	0.78	0.23	C
43. Explain why couples fail to use birth control.	6.15	1.42	0.67	2.23	0.72	0.72	0.28	A
	6.20	1.39	0.69	2.33	0.70	0.69	0.26	B
	6.09	1.46	0.65	2.13	0.73	0.72	0.29	C
44. Explain how decisions are made in dating relationships.	6.33	1.01	0.73	2.22	0.64	0.72	0.28	A
	6.37	1.00	0.72	2.30	0.63	0.72	0.26	B
	6.28	1.02	0.75	2.14	0.65	0.72	0.29	C
45. List reasons why young people fail to plan for sexual intercourse.	6.21	1.38	0.67	2.21	0.73	0.74	0.23	A
	6.27	1.35	0.70	2.34	0.71	0.72	0.27	B
	6.16	1.41	0.64	2.08	0.73	0.74	0.19	C

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Table 14 (continued)

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
46. Explain the importance of a medical examination in obtaining some methods of birth control.	6.40	1.23	0.67	2.34	0.70	0.73	0.28	A
	6.42	1.24	0.72	2.46	0.66	0.73	0.32	B
	6.39	1.22	0.62	2.21	0.72	0.71	0.24	C
47. State functions of each of the major parts of the male and female reproductive systems.	6.40	1.19	0.68	2.39	0.68	0.68	0.32	A
	6.48	1.10	0.72	2.52	0.65	0.65	0.33	B
	6.32	1.27	0.64	2.25	0.69	0.68	0.30	C
48. Suggest advantages and disadvantages of getting married.	6.45	1.11	0.75	2.56	0.57	0.74	0.29	A
	6.49	1.06	0.73	2.61	0.55	0.73	0.26	B
	6.40	1.16	0.77	2.50	0.59	0.74	0.31	C
49. Illustrate appropriate ways of declining a date.	6.22	1.19	0.64	2.43	0.60	0.73	0.28	A
	6.25	1.13	0.56	2.47	0.59	0.73	0.28	B
	6.19	1.24	0.70	2.38	0.61	0.74	0.28	C
50. Describe characteristics of meaningful friendships among members of the same sex and the opposite sex.	6.46	1.02	0.71	2.43	0.60	0.74	0.37	A
	6.54	0.89	0.67	2.48	0.58	0.73	0.37	B
	6.36	1.13	0.75	2.37	0.62	0.76	0.37	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

Table 14 (continued)

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
51. Explain the differences between personal goals and family goals.	6.35	1.08	0.64	2.50	0.60	0.69	0.37	A
	6.40	1.01	0.61	2.55	0.58	0.67	0.33	B
	6.30	1.15	0.65	2.45	0.61	0.71	0.41	C
52. Describe the characteristics of meaningful marriage relationships.	6.36	1.12	0.75	2.46	0.61	0.72	0.22	A
	6.41	1.09	0.75	2.53	0.58	0.72	0.21	B
	6.32	1.16	0.75	2.39	0.64	0.71	0.22	C
53. Explain how emotions can affect actions.	6.61	0.86	0.74	2.43	0.62	0.77	0.33	A
	6.66	0.82	0.76	2.52	0.58	0.76	0.28	B
	6.55	0.89	0.71	2.34	0.64	0.77	0.36	C
54. Discuss the meaning of kissing, petting, and intercourse for boys and girls.	6.28	1.33	0.69	2.33	0.67	0.74	0.28	A
	6.30	1.32	0.71	2.39	0.65	0.75	0.30	B
	6.27	1.35	0.68	2.25	0.68	0.73	0.27	C
55. Practice ways of working out disagreements with parents.	6.50	0.98	0.72	2.36	0.62	0.74	0.31	A
	6.53	0.91	0.69	2.42	0.62	0.74	0.33	B
	6.47	1.06	0.75	2.29	0.62	0.73	0.29	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

Table 14 (continued)

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
56. Identify and discuss sources of disagreements between young people and their parents.	6.51	0.96	0.70	2.39	0.60	0.74	0.32	A
	6.58	0.84	0.68	2.47	0.59	0.74	0.35	B
	6.44	1.08	0.71	2.31	0.61	0.72	0.28	C
57. Recognize male and female similarities in stages of sexual excitement.	5.62	1.74	0.64	2.09	0.73	0.72	0.28	A
	5.71	1.66	0.65	2.21	0.72	0.71	0.29	B
	5.52	1.81	0.63	1.96	0.72	0.71	0.27	C
58. Suggest qualities which are important for parents to have.	6.48	1.05	0.69	2.51	0.60	0.74	0.31	A
	6.50	1.00	0.67	2.58	0.56	0.73	0.32	B
	6.46	1.10	0.71	2.43	0.62	0.75	0.30	C
59. Classify those contraceptives which are used by the male and those which are used by the female.	6.17	1.48	0.64	2.39	0.71	0.66	0.30	A
	6.28	1.42	0.70	2.55	0.66	0.62	0.36	B
	6.06	1.54	0.57	2.24	0.73	0.67	0.25	C
60. Investigate an interesting job.	5.85	1.59	0.45	2.40	0.63	0.58	0.29	A
	5.84	1.58	0.39	2.45	0.62	0.59	0.24	B
	5.86	1.60	0.51	2.36	0.64	0.57	0.34	C

* A = All Teachers
N = 752

B = Child Development and Family Relations Teachers
N = 385

C = NON Child Development and Family Relations Teachers
N = 367

Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
61. Explain the advantages and disadvantages of each method of birth control.	6.17	1.46	0.60	2.31	0.72	0.66	0.31	A
	6.26	1.44	0.67	2.48	0.68	0.59	0.36	B
	6.07	1.48	0.54	2.12	0.73	0.69	0.25	C
62. Suggest ways in which people are accepted into groups.	6.27	1.10	0.67	2.32	0.61	0.69	0.36	A
	6.35	0.99	0.63	2.40	0.61	0.66	0.41	B
	6.18	1.21	0.69	2.24	0.60	0.70	0.30	C
63. Identify personal goals related to marriage and family.	6.30	1.13	0.71	2.42	0.59	0.76	0.34	A
	6.34	1.08	0.70	2.50	0.57	0.75	0.34	B
	6.25	1.19	0.72	2.34	0.60	0.76	0.33	C
64. Explain the difference between love and affection.	6.53	0.97	0.72	2.43	0.60	0.74	0.33	A
	6.58	0.94	0.71	2.53	0.57	0.68	0.38	B
	6.49	0.99	0.74	2.33	0.61	0.78	0.27	C
65. State the methods of birth control that require a doctor's prescription.	6.26	1.40	0.62	2.38	0.71	0.64	0.29	A
	6.33	1.34	0.69	2.54	0.65	0.58	0.35	B
	6.19	1.46	0.56	2.22	0.73	0.66	0.24	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

Table 14 (continued)

Item	APPROVAL SCORES			PREPAREDNESS SCORES			Approval/ Preparedness Correlation	*
	Mean	Standard Deviation	Item Total Correlation	Mean	Standard Deviation	Item Total Correlation		
66. Compare the concept of responsibility with that of romantic notion.	6.33	1.13	0.70	2.28	0.66	0.77	0.34	A
	6.39	1.10	0.72	2.41	0.63	0.77	0.37	B
	6.27	1.15	0.67	2.15	0.67	0.75	0.31	C
67. Cite the consequences of having premarital sexual intercourse.	6.55	1.13	0.67	2.47	0.63	0.75	0.23	A
	6.58	1.07	0.71	2.55	0.61	0.72	0.23	B
	6.51	1.20	0.63	2.38	0.63	0.77	0.23	C
68. Discuss concerns that adolescents have about their changing bodies.	6.62	0.84	0.72	2.40	0.64	0.76	0.27	A
	6.65	0.78	0.69	2.49	0.60	0.74	0.27	B
	6.60	0.90	0.75	2.31	0.66	0.77	0.27	C
69. Describe ways in which the roles of husband, father, and career person sometimes conflict with and complement one another.	6.25	1.19	0.68	2.33	0.65	0.75	0.31	A
	6.30	1.15	0.62	2.40	0.64	0.75	0.30	B
	6.19	1.22	0.72	2.24	0.65	0.74	0.32	C
70. Explain reasons why people fail to have venereal diseases treated by a doctor.	6.49	1.10	0.74	2.30	0.69	0.70	0.28	A
	6.56	1.02	0.74	2.40	0.69	0.68	0.34	B
	6.42	1.17	0.74	2.18	0.68	0.70	0.22	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
71. Explain reasons why some teenagers become pregnant.	6.65	0.96	0.75	2.45	0.62	0.74	0.21	A
	6.69	0.94	0.79	2.56	0.59	0.71	0.25	B
	6.60	0.98	0.72	2.32	0.63	0.75	0.16	C
72. Summarize the responsibilities of being the parent of an infant or toddler.	6.61	0.92	0.72	2.54	0.59	0.70	0.26	A
	6.66	0.87	0.71	2.65	0.54	0.70	0.28	B
	6.56	0.96	0.72	2.42	0.61	0.68	0.23	C
73. Explain ways in which sexual feelings fit into lifestyles.	6.04	1.33	0.68	2.12	0.68	0.72	0.32	A
	6.11	1.27	0.71	2.23	0.67	0.76	0.37	B
	5.96	1.38	0.66	2.01	0.68	0.67	0.26	C
74. Explain how emotions affect the decision to use birth control.	6.20	1.35	0.68	2.24	0.73	0.74	0.34	A
	6.29	1.24	0.72	2.35	0.68	0.72	0.38	B
	6.10	1.45	0.65	2.11	0.76	0.74	0.30	C
75. Practice ways of dealing with anger.	6.36	1.11	0.64	2.31	0.65	0.69	0.27	A
	6.39	1.04	0.58	2.35	0.64	0.70	0.24	B
	6.33	1.17	0.68	2.26	0.67	0.69	0.30	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

C 79 80

Table 14 (continued)

Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	APPROVAL SCORES Item Total Correlation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	PREPAREDNESS SCORES Item Total Correlation	Approval/ Preparedness Correlation	*
76. Suggest advantages and disadvantages of being single.	6.22	1.28	0.69	2.47	0.65	0.70	0.28	A
	6.28	1.20	0.66	2.54	0.60	0.70	0.28	B
	6.15	1.36	0.72	2.39	0.68	0.69	0.27	C
77. Discuss ways in which boys try to attract girls.	6.23	1.17	0.70	2.30	0.65	0.72	0.30	A
	6.27	1.10	0.66	2.36	0.64	0.72	0.31	B
	6.18	1.24	0.74	2.23	0.67	0.71	0.29	C
78. Correctly identify the steps of decision-making.	6.51	0.98	0.61	2.53	0.63	0.63	0.31	A
	6.56	0.92	0.58	2.63	0.56	0.57	0.32	B
	6.45	1.03	0.64	2.43	0.69	0.66	0.29	C
79. Define the following terms: values, goals, and decision making.	6.55	0.96	0.59	2.65	0.56	0.60	0.35	A
	6.63	0.85	0.58	2.73	0.49	0.56	0.32	B
	6.47	1.05	0.59	2.56	0.62	0.62	0.36	C
80. Explain how cooperation among family members helps each individual to achieve personal goals.	6.46	1.04	0.62	2.51	0.61	0.68	0.32	A
	6.49	0.96	0.57	2.58	0.56	0.67	0.34	B
	6.43	1.13	0.66	2.44	0.64	0.69	0.30	C

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81

82

Table 14 (continued)

Item	APPROVAL SCORES Mean	 Standard Deviation	 Item Total Correlation	PREPAREDNESS SCORES Mean	 Standard Deviation	 Item Total Correlation	Approval/ Preparedness Correlation	*
81. Identify personality characteristics that are important in friends, dates, and marriage partners.	6.55	0.96	0.71	2.54	0.57	0.70	0.42	A
	6.60	0.88	0.72	2.62	0.53	0.66	0.48	B
	6.50	1.03	0.70	2.46	0.60	0.73	0.36	C
82. Identify places where safe and effective contraceptives can be obtained.	6.20	1.49	0.58	2.38	0.69	0.68	0.29	A
	6.31	1.39	0.66	2.52	0.66	0.64	0.27	B
	6.08	1.58	0.51	2.24	0.70	0.69	0.30	C
83. Identify the areas in a teenager's life for which he/she is responsible.	6.68	0.80	0.68	2.44	0.62	0.76	0.30	A
	6.71	0.81	0.68	2.52	0.60	0.77	0.34	B
	6.65	0.80	0.67	2.34	0.62	0.75	0.26	C
84. Compare roles of husbands and wives and explain how these are acquired.	6.26	1.25	0.69	2.46	0.62	0.75	0.36	A
	6.31	1.26	0.66	2.54	0.61	0.71	0.35	B
	6.20	1.25	0.72	2.37	0.63	0.77	0.36	C

* A = All Teachers N = 752 B = Child Development and Family Relations Teachers N = 385 C = NON Child Development and Family Relations Teachers N = 367

Rank Ordering of Objectives by Approval Scores

Question three pertained to the rank ordering of objectives according to approval scores. Table 15 illustrates the rank ordering of items for all teachers. Twenty-two objectives, or 26 percent of the total inventory, received a mean approval score of 6.50 or higher, indicating "Strong Approval." All remaining items (74 percent) received mean approval scores ranging from 5.62 to 6.49, indicating "Moderate Approval" by all teachers.

Although the data revealed diverse differences among the 22 skills with regard to subject matter content and level of cognitive learning, similarities appeared in two major areas. First, approximately 15 items (68 percent) involved affective learnings primarily and cognitive learnings to a lesser degree. Second, standard deviations of the 22 items ranged from 0.80 for item 83 (Identify the areas in a teenager's life for which he/she is responsible.) to 1.13 for item 67 (Cite the consequences of having premarital sexual intercourse.). Only 4 of the 22 items (17, 38, 1, and 67) had standard deviations greater than 1.00. In comparing the 22 items receiving the highest mean approval scores (6.50 to 6.73) with the 22 items receiving the lowest mean approval scores (5.62 to 6.22), several characteristics emerged. First, approximately 14 (or 64 percent) of the lowest mean approval score items involved affective learnings. Thirteen items were concerned with sexual feelings, attitudes, behaviors, or decisions. However, the greatest difference seemed to occur in the standard deviations. The lowest mean approval score items had standard deviations greater than 1.00; actual standard deviation scores ranged from 1.09 for item 23 (Identify decisions which are made by self and those made by parents.) to 1.74 for item 57 (Recognize male and female similarities in stages of sexual excitement.). Item 57 received the lowest mean approval score (5.62). Sixteen of the twenty-two items had standard deviation scores greater than 1.33. The highest mean approval scores were recorded for the items that most teachers approved. The lowest mean approval scores were computed for items that received a wide range of approval responses from teachers.

Differences in mean approval scores between the two teacher groups were tested by themes or subtests, rather than by individual items. Results of these statistical tests are given in Tables 16-21.

Table 15

RANK ORDERING OF OBJECTIVES BY APPROVAL SCORE

ALL TEACHERS

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
1	(9)	Weigh the consequences of premarital pregnancy.	6.73	0.85	2.47	0.64	0.21
2	(22)	Describe ways in which male and female bodies change during adolescence.	6.69	0.86	2.55	0.61	0.25
3	(83)	Identify the areas in a teenager's life for which he/she is responsible.	6.68	0.80	2.44	0.62	0.30
4.5	(11)	Explain the effects of failing to treat venereal disease.	6.65	0.95	2.19	0.70	0.18
4.5	(71)	Explain reasons why some teenagers become pregnant.	6.65	0.96	2.45	0.62	0.21
6	(68)	Discuss concerns that adolescents have about their changing bodies.	6.62	0.84	2.40	0.64	0.27
7.5	(53)	Explain how emotions can affect actions.	6.61	0.86	2.43	0.62	0.33
7.5	(72)	Summarize the responsibilities of being the parent of an infant or toddler.	6.61	0.92	2.54	0.59	0.26
9	(17)	State causes, symptoms, cures, and ways of preventing each of the venereal diseases.	6.58	1.00	2.13	0.71	0.15
10.5	(15)	Compare mature and immature ways of achieving independence from parents.	6.57	0.94	2.42	0.60	0.30

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
10.5	(38)	Suggest advantages and disadvantages of having children.	6.57	1.00	2.59	0.58	0.23
12	(20)	Suggest guidelines for working out disagreements with parents.	6.56	0.94	2.25	0.62	0.25
15	(1)	State signs of pregnancy in the female.	6.55	1.06	2.61	0.58	0.24
15	(7)	Identify basic emotions of people.	6.55	0.94	2.48	0.58	0.36
15	(67)	Cite the consequences of having premarital sexual intercourse.	6.55	1.13	2.47	0.63	0.23
15	(79)	Define the following terms: values, goals, and decision-making.	6.55	0.96	2.65	0.56	0.35
15	(81)	Identify personality characteristics that are important in friends, dates, and marriage partners.	6.55	0.96	2.54	0.57	0.42
18	(64)	Explain the difference between love and affection.	6.53	0.97	2.43	0.60	0.33
19	(21)	Describe ways in which people can show their love for one another.	6.52	0.93	2.39	0.61	0.34
20.5	(56)	Identify and discuss sources of disagreement between young people and their parents.	6.51	0.96	2.39	0.60	0.32
20.5	(78)	Correctly identify the steps of decision-making.	6.51	0.98	2.53	0.63	0.35
22	(55)	Practice ways of working out disagreements with parents.	6.50	0.98	2.36	0.62	0.31
23	(70)	Explain reasons why people fail to have venereal diseases treated by a doctor.	6.49	1.10	2.30	0.69	0.28

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
24.5	(16)	Discuss the responsibilities of being the parent of a teenager.	6.48	1.07	2.40	0.64	0.28
24.5	(58)	Suggest qualities which are important for parents to have.	6.48	1.05	2.51	0.60	0.31
26	(36)	Discuss personal values that result in appropriate behavior in dating situations.	6.47	0.97	2.37	0.64	0.36
28.5	(5)	List things most liked and disliked about taking care of babies and toddlers.	6.46	1.14	2.57	0.60	0.27
28.5	(26)	Compare male and female reproductive systems.	6.46	1.11	2.48	0.67	0.28
28.5	(50)	Describe characteristics of meaningful friendships among members of the same sex and the opposite sex.	6.46	1.02	2.43	0.60	0.37
28.5	(80)	Explain how cooperation among family members helps each individual to achieve personal goals.	6.46	1.04	2.51	0.61	0.32
31	(48)	Suggest advantages and disadvantages of getting married.	6.45	1.11	2.56	0.57	0.29
32	(25)	Describe characteristics of meaningful dating relationships.	6.44	0.98	2.37	0.62	0.32
33	(37)	Explain the difference among three phases of the menstrual cycle indicating when conception is most likely to occur.	6.43	1.15	2.45	0.68	0.29
34.5	(2)	Explain how both partners can take responsibility for birth control.	6.42	1.29	2.46	0.64	0.21

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
34.5	(33)	Describe the following kinds of love: love of God, brotherly love, love between a man and a woman, and love between parents and child.	6.42	1.04	2.47	0.63	0.34
36	(13)	Establish and use guidelines for communicating well with friends.	6.41	1.07	2.34	0.60	0.31
38	(40)	Explain how hormones affect growth and development during adolescence.	6.40	1.01	2.28	0.68	0.34
38	(46)	Explain the importance of a medical examination in obtaining some methods of birth control.	6.40	1.23	2.34	0.70	0.28
38	(47)	State functions of each of the major parts of the male and female reproductive systems.	6.40	1.19	2.39	0.68	0.32
40.5	(35)	Compare roles of mothers and fathers and explain how these are acquired.	6.39	1.11	2.46	0.63	0.37
40.5	(42)	Suggest ways in which sexual responsibility can be handled.	6.39	1.16	2.21	0.66	0.25
42.5	(29)	Practice ways of working out disagreements between friends.	6.38	1.12	2.38	0.64	0.26
42.5	(39)	Describe ways in which communication between two people can be blocked.	6.38	1.04	2.32	0.66	0.31
44	(30)	Share and discuss moral values with parents, clergy, teachers, and friends.	6.37	1.12	2.28	0.63	0.32
46	(41)	Explain how the messages received from books, TV, and movies both encourage and discourage sexual activity.	6.36	1.09	2.32	0.63	0.32

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
46	(52)	Describe the characteristics of meaningful marriage relationships.	6.36	1.12	2.46	0.61	0.22
46	(75)	Practice ways of dealing with anger.	6.36	1.11	2.31	0.65	0.27
48	(51)	Explain the differences between personal goals and family goals.	6.35	1.08	2.50	0.60	0.37
49.5	(44)	Explain how decisions are made in dating relationships.	6.33	1.01	2.22	0.64	0.28
49.5	(66)	Compare the concept of responsibility with that of romantic notion.	6.33	1.13	2.28	0.66	0.34
51	(63)	Identify personal goals related to marriage and family.	6.30	1.13	2.42	0.59	0.34
52	(24)	Describe ways in which roles of wife, mother, and career person sometimes conflict with and complement one another.	6.29	1.13	2.43	0.62	0.32
53	(54)	Discuss the meaning of kissing, petting, and intercourse for boys and girls.	6.28	1.33	2.33	0.67	0.28
54	(62)	Suggest ways in which people are accepted into groups.	6.27	1.10	2.32	0.61	0.36
55.5	(65)	State the methods of birth control that require a doctor's prescription.	6.26	1.40	2.38	0.71	0.29
55.5	(84)	Compare roles of husbands and wives and explain how these are acquired.	6.26	1.25	2.46	0.62	0.36

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
57	(69)	Describe ways in which the roles of husband, father, and career person sometimes conflict with and complement one another.	6.25	1.19	2.33	0.65	0.31
58.5	(14)	Define the term "role."	6.23	1.22	2.53	0.60	0.36
58.5	(77)	Discuss ways in which boys try to attract girls.	6.23	1.17	2.30	0.65	0.30
61.5	(3)	Describe ways in which the double standard operates in male-female relationships.	6.22	1.27	2.32	0.63	0.33
61.5	(34)	Explain why people sometimes feel guilty about their sexual feelings.	6.22	1.24	2.21	0.68	0.26
61.5	(49)	Illustrate appropriate ways of declining a date.	6.22	1.19	2.43	0.60	0.28
61.5	(76)	Suggest advantages and disadvantages of being single.	6.22	1.28	2.47	0.65	0.28
64.5	(12)	Explain the use of verbal and nonverbal language to express thoughts and feelings.	6.21	1.14	2.18	0.64	0.35
64.5	(45)	List reasons why young people fail to plan for sexual intercourse.	6.21	1.38	2.21	0.73	0.23
67.5	(10)	List things most liked and disliked about taking care of school-aged children.	6.20	1.28	2.45	0.60	0.27
67.5	(23)	Identify decisions which are made by self and those made by parents.	6.20	1.09	2.28	0.61	0.38

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
67.5	(74)	Explain how emotions affect the decision to use birth control.	6.20	1.35	2.24	0.73	0.34
67.5	(82)	Identify places where safe and effective contraceptives can be obtained.	6.20	1.49	2.38	0.69	0.29
70.5	(59)	Classify those contraceptives which are used by the male and those which are used by the female.	6.17	1.48	2.39	0.71	0.30
70.5	(61)	Explain the advantages and disadvantages of each method of birth control.	6.17	1.46	2.31	0.72	0.31
72	(4)	Explain how each of the methods of birth control is used and how effective each is.	6.16	1.49	2.26	0.70	0.24
73	(43)	Explain why couples fail to use birth control.	6.15	1.42	2.23	0.72	0.28
74.5	(8)	Identify qualities of people who succeed in an interesting job.	6.14	1.49	2.41	0.62	0.30
74.5	(19)	Explain how the messages received from parents, clergy, and friends both encourage and discourage sexual activity.	6.14	1.21	2.07	0.65	0.32
76	(18)	Describe ways in which girls try to attract boys.	6.12	1.24	2.31	0.62	0.31
77	(73)	Explain ways in which sexual feelings fit into lifestyles.	6.04	1.33	2.12	0.68	0.32
78	(32)	Assess advantages and disadvantages of an interesting job.	6.02	1.49	2.39	0.65	0.34

Table 15 (continued)

Rank	Item No.	Item	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	Approval/ Preparedness Correlation
79	(28)	Describe ways in which sexual feelings may be expressed.	5.98	1.45	2.15	0.68	0.27
80	(31)	Describe a medical examination required for obtaining methods of birth control.	5.94	1.55	2.15	0.76	0.27
81	(27)	State advantages of planning for sexual activity.	5.92	1.60	2.23	0.70	0.30
82	(60)	Investigate an interesting job.	5.85	1.59	2.40	0.63	0.29
83	(6)	Suggest ways of asking for a date.	5.84	1.51	2.30	0.62	0.36
84	(57)	Recognize male and female similarities in stages of sexual excitement.	5.62	1.74	[illegible]	0.73	0.28

Determination of Thematic Approval Scores

Question four addressed the issue of whether home economics teachers would accept the range of objectives associated with the six themes or subtests of the Inventory. Means and standard deviations were computed by theme for each of the two teacher groups, using each skill statement included in the identified subtests:

Changing Bodies and Medical Concerns (Items 1, 4, 11, 17, 22, 26, 28, 31, 37, 40, 46, 47, 57, 59, 61, 65, 68, 70, 82)

Values Clarification (Items 3, 5, 10, 30, 34, 36, 54, 58, 71, 73, 81)

Decision-making (Items 2, 9, 23, 27, 38, 42, 43, 45, 48, 51, 60, 63, 66, 67, 76, 78, 79, 83)

Family Relationships (Items 15, 16, 20, 55, 56, 72, 80)

Interpersonal Relationships (Items 7, 12, 13, 21, 25, 29, 33, 39, 44, 50, 52, 53, 62, 74, 75)

Role Development (Items 6, 8, 14, 18, 19, 24, 32, 35, 41, 49, 64, 69, 77, 84)

Mean approval scores for each theme are given in Tables 16-21. Approval scores ranged from 6.57 (family-living teachers who strongly approved Family Relationships) to 6.18 (other home economics teachers who moderately approved Role Development). The only theme to receive a "Strong Approval" rating was Family Relationships; remaining themes received "Moderate Approval" ratings.

Table 16

MEAN APPROVAL SCORES ON SUBTEST:

CHANGING BODIES AND MEDICAL CONCERNS

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	385	6.39	0.96	-1.8363, $p < 0.07$
Non-Family Living & Child Development Teachers	367	6.26	0.97	

Table 17

MEAN APPROVAL SCORES ON SUBTESTS:

VALUES CLARIFICATION

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	385	6.39	0.78	-1.2702, $p < 0.20$
Non-Family Living & Child Development Teachers	367	6.32	0.82	

Table 18

MEAN APPROVAL SCORES ON SUBTEST:

DECISION-MAKING

Group	N	Mean	Standard Deviation	t Value
Family Living & Child Development Teachers	385	6.40	0.78	-1.6459, $p < 0.10$
Non-Family Living & Child Development Teachers	367	6.31	0.78	

Table 19

MEAN APPROVAL SCORES ON SUBTEST:

FAMILY RELATIONSHIPS

Group	N	Mean	Standard Deviation	t Value
Family Living & Child Development Teachers	385	6.57	0.73	-1.4098, $p < 0.16$
Non-Family Living & Child Development Teachers	367	6.48	0.88	

Table 20

MEAN APPROVAL SCORES ON SUBTEST: INTERPERSONAL RELATIONS

Group	N	Mean	Standard Deviation	t Value
Family Living & Child Development Teachers	385	6.44	0.73	-1.6936, $p < 0.09$
Non-Family Living & Child Development Teachers	367	6.34	0.82	

Table 21

MEAN APPROVAL SCORES ON SUBTESTS: ROLE DEVELOPMENT

Group	N	Mean	Standard Deviation	t Value
Family Living & Child Development Teachers	385	6.25	0.82	-1.1648, $p < 0.24$
Non-Family Living & Child Development Teachers	367	6.18	0.93	

Approval of Objectives by Groups

The determination of differences between family living teachers and other home economics teachers in accepting objectives according to theme was the purpose of question five.

Students *t*-tests were conducted to determine differences in mean subtest scores between the two teaching groups. Means and standard deviations in addition to results of *t*-tests by subtests are given in Tables 16 through 21.

Subtest means ranged from 6.18 for non-family living teachers who approved Role Development to 6.57 for family living teachers who approved Family Relationships. The mean approval scores of family living teachers were consistently higher in every subtest than those of non-family living teachers, although the results were not statistically significant (p. = .05). We infer, therefore, that differences were due to variations in sampling. It should be noted that tests for homogeneity of variance revealed homogeneous variances for the first three subtests: Changing Bodies and Medical Concerns, Values Clarification, and Decision-Making. Heterogeneous variances were found for the remaining three subtests: Family Relationships, Interpersonal Relationships, and Role Development. The respective *t*-values were reported for unequal variances.

The real limits of the number 6 (5.50 to 6.50) indicate moderate approval for each subtest by both teaching groups with one exception: The Family Relationships theme received a "Strong Approval" rating from family living teachers. However, it should be noted that every subtest received a mean score greater than 6.0 by both teaching groups.

With the exception of four objectives, family living and child development teachers responded more positively to all items than did other home economics teachers. The mean approval scores of these four objectives were within the "Moderate Approval" range for both teacher groups. The four objectives are listed in Table 22 with accompanying mean approval scores.

Table 22

ITEMS WHICH RECEIVED HIGHER MEAN APPROVAL SCORES FROM NON-FAMILY LIVING TEACHERS

Objective	Family-Living & Child-Development Teachers	Other Home Economics Teachers
30. Share and discuss moral values with parents, clergy, teachers and friends	6.34	6.39
32. Assess advantages and disadvantages of an interesting job.	6.01	6.03
34. Explain why people sometimes feel guilty about their sexual feelings.	6.21	6.22
60. Investigate an interesting job.	5.84	5.86

Mean approval scores were remarkably similar for the two teacher groups for each item with the possible exception of item 30 (Share and discuss moral values with parents, clergy, teachers and friends.) There was an unanticipated response differential to item 30, although the difference was not large. Significant differences between the two teaching groups were tested by theme and not by item. Results of statistical tests for thematic approval scores are given in Tables 16-21.

Self-Reported Competence Scores

Question six pertained to the determination of mean preparedness scores for teaching the identified objectives. Mean preparedness scores for all teachers (Table 14) ranged from 2.65 for item 79 (Define the following terms: values, goals, and decision-making.) to 2.07 for item 19 (Explain how the messages received from parents, clergy and friends both encourage and discourage sexual activity.). Mean preparedness scores of all teachers for 13 items or 6.46 percent (1, 5, 14, 22, 38, 48, 51, 58, 72, 78, 79, 80, 81) were 2.50 or higher. Based on the true limits of the number 3 (2.50 to 3.50), teachers reported themselves to be "Well Prepared" to teach the 13 objectives. All other items (93.6

percent) received mean preparedness scores ranging from 2.07 to 2.49, indicating that teachers believed themselves to be "Somewhat Prepared" to teach the remaining objectives.

For every objective, the mean preparedness score was higher for family living teachers than for other home economics teachers. Thirty-five items (41 percent) received a mean preparedness score of 2.50 or higher from family living teachers, whereas only five items (6 percent) received a mean preparedness score of 2.50 or higher from other home economics teachers. Review of the data suggests that home economics teachers perceive themselves as moderately prepared to teach the identified pregnancy prevention skills. Results of statistical tests for thematic self-reported competence scores are given in Tables 24-29 and discussed under the heading Assessment of Mean Preparedness Scores According to Theme.

Rank Ordering of Objectives by Preparedness Scores

Question seven called for rank ordering of the 84 skills by mean preparedness scores. As indicated under Determination of Self Reported Competence Scores, 13 items (15 percent) received mean preparedness scores of 2.50 or higher, indicating self-reported competence as "Well Prepared" (See Table 23). An examination of these items revealed certain characteristics: 9 items (1, 5, 14, 38, 48, 58, 78, 79, and 81) appear to be knowledge-level, while the remaining four (22, 51, 72, and 80) appear to be comprehension-level. In addition, although certain affective elements surfaced in relation to these 13 objectives, the items dealt primarily with the cognitive domain.

In contrast, an examination of the 13 items receiving the lowest mean preparedness scores revealed a somewhat different picture. These 13 items (Table 23) received mean preparedness scores ranging from 2.07 for item 19 (Explain how the messages received from parents, clergy, and friends both encourage and discourage sexaul activity.) to 2.23 for items 27 (State advantages of planning for sexual activity.) and 43 (Explain why couples fail to use birth control.); all responses were within the moderately prepared category. Of the 13 items, two (17 and 45) appeared to be knowledge-level objectives, ten (11, 12, 19, 28, 31, 34, 42, 43, 44, and 73) appeared to be comprehension-level objectives, and two (42 and 73) were not easily discernible as to level of cognitive learning. In addition, many items (12, 19, 28, 34, 42, 43, 44 and 73) were very heavily value- or affect-laden, involving such nebulous concepts as feelings and attitudes.

Thus, an analysis of the rank ordering according to self-reported competence revealed that the teachers perceived themselves as better prepared to teach the cognitive competencies than the affective competencies. In addition, teachers believed themselves least prepared to teach competencies related to sexual behavior, venereal disease and birth control.

Table 23

RANK ORDERING OF OBJECTIVES BY PREPAREDNESS SCORES

ALL TEACHERS

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
1	(79)	Define the following terms: values, goals, and decision-making.	2.65	0.56	6.55	0.96	0.35
2	(1)	State signs of pregnancy in the female.	2.61	0.58	6.55	1.06	0.24
3	(38)	Suggest advantages and disadvantages of having children.	2.59	0.58	6.57	1.00	0.23
4	(5)	List things most liked and disliked about taking care of babies and toddlers.	2.57	0.60	6.46	1.14	0.27
5	(48)	Suggest advantages and disadvantages of getting married.	2.56	0.57	6.45	1.11	0.29
6	(22)	Describe ways in which male and female bodies change during adolescence.	2.55	0.61	6.69	0.86	0.25
7.5	(72)	Summarize the responsibilities of being the parent of an infant or toddler.	2.54	0.59	6.61	0.92	0.26
7.5	(81)	Identify personality characteristics that are important in friends, dates, and marriage partners.	2.54	0.57	6.55	0.96	0.42
9.5	(14)	Define the term "role."	2.53	0.60	6.23	1.22	0.36
9.5	(78)	Correctly identify the steps of decision-making.	2.53	0.63	6.51	0.98	0.31
11.5	(58)	Suggest qualities which are important for parents to have.	2.51	0.60	6.48	1.09	0.31
11.5	(80)	Explain how cooperation among family members helps each individual to achieve personal goals.	2.51	0.61	6.46	1.04	0.32

Table 23 (continued)

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
13.5	(51)	Explain the differences between personal goals and family goals.	2.50	0.60	6.35	1.08	0.37
14.5	(7)	Identify basic emotions of people.	2.48	0.58	6.55	0.94	0.36
14.5	(26)	Compare male and female reproductive systems.	2.48	0.67	6.46	1.11	0.28
17.5	(9)	Weigh the consequences of premarital pregnancy.	2.47	0.64	6.73	0.85	0.21
17.5	(33)	Describe the following kinds of love: love of God, brotherly love, love between a man and a woman, and love between parents and child.	2.47	0.63	6.42	1.04	0.34
17.5	(67)	Cite the consequences of having premarital sexual intercourse.	2.47	0.63	6.55	1.13	0.23
17.5	(76)	Suggest advantages and disadvantages of being single.	2.47	0.65	6.22	1.28	0.28
21.5	(2)	Explain how both partners can take responsibility for birth control.	2.46	0.64	6.42	1.29	0.21
21.5	(35)	Compare roles of mothers and fathers and explain how these are acquired.	2.46	0.63	6.39	1.11	0.37
21.5	(52)	Describe the characteristics of meaningful marriage relationships.	2.46	0.61	6.36	1.12	0.22
21.5	(84)	Compare roles of husbands and wives and explain how these are acquired.	2.46	0.62	6.26	1.25	0.36

Table 23 (continued)

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
25	(10)	List things most liked and disliked about taking care of school-aged children.	2.45	0.60	6.20	1.28	0.27
25	(37)	Explain the difference among three phases of the menstrual cycle indicating when conception is most likely to occur.	2.45	0.68	6.43	1.15	0.29
25	(71)	Explain reasons why some teenagers become pregnant.	2.45	0.62	6.65	0.96	0.21
27	(83)	Identify the areas in a teenager's life for which he/she is responsible.	2.44	0.62	6.68	0.80	0.30
30	(24)	Describe ways in which roles of wife, mother, and career person sometimes conflict with and complement one another.	2.43	0.62	6.29	1.13	0.32
30	(49)	Illustrate appropriate ways of declining a date.	2.43	0.60	6.22	1.19	0.28
30	(50)	Describe characteristics of meaningful friendships among members of the same sex and the opposite sex.	2.43	0.60	6.46	1.02	0.37
30	(53)	Explain how emotions can affect actions.	2.43	0.62	6.61	0.86	0.33
30	(64)	Explain the difference between love and affection.	2.43	0.60	6.53	0.97	0.33
33.5	(15)	Compare mature and immature ways of achieving independence from parents.	2.42	0.60	6.57	0.94	0.30
33.5	(63)	Identify personal goals related to marriage and family.	2.42	0.59	6.30	1.13	0.34
35	(8)	Identify qualities of people who succeed in an interesting job.	2.41	0.62	6.14	1.49	0.30

Table 23 (continued)

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
37	(16)	Discuss the responsibilities of being the parent of a teenager.	2.40	0.64	6.48	1.07	0.28
37	(60)	Investigate an interesting job.	2.40	0.63	5.85	1.59	0.29
37	(68)	Discuss concerns that adolescents have about their changing bodies.	2.40	0.64	6.62	0.84	0.27
41.5	(6)	Suggest ways of asking for a date.	2.39	0.62	5.84	1.51	0.36
41.5	(21)	Describe ways in which people can show their love for one another.	2.39	0.61	6.52	0.93	0.34
41.5	(32)	Assess advantages and disadvantages of an interesting job.	2.39	0.65	6.02	1.49	0.34
41.5	(47)	State functions of each of the major parts of the male and female reproductive systems.	2.39	0.68	6.40	1.19	0.32
41.5	(56)	Identify and discuss sources of disagreements between young people and their parents.	2.39	0.60	6.51	0.96	0.32
41.5	(59)	Classify those contraceptives which are used by the male and those which are used by the female.	2.39	0.71	6.17	1.48	0.30
46	(29)	Practice ways of working out disagreements between friends.	2.38	0.64	6.38	1.12	0.26
46	(65)	State the methods of birth control that require a doctor's prescription.	2.38	0.71	6.26	1.40	0.29

Table 23 (continued)

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
46	(82)	Identify places where safe and effective contraceptives can be obtained.	2.38	0.69	6.20	1.49	0.29
48.5	(25)	Describe characteristics of meaningful dating relationships.	2.37	0.62	6.44	0.98	0.32
48.5	(36)	Discuss personal values that result in appropriate behavior in dating situations.	2.37	0.64	6.47	0.97	0.36
50	(55)	Practice ways of working out disagreements with parents.	2.36	0.62	6.50	0.98	0.31
51.5	(13)	Establish and use guidelines for communicating well with friends.	2.34	0.60	6.41	1.07	0.31
51.5	(46)	Explain the importance of a medical examination in obtaining some methods of birth control.	2.34	0.70	6.40	1.23	0.28
53.5	(54)	Discuss the meaning of kissing, petting, and intercourse for boys and girls.	2.33	0.67	6.28	1.33	0.28
53.5	(69)	Describe ways in which the roles of husband, father, and career person sometimes conflict with and complement one another.	2.33	0.65	6.25	1.19	0.31
56.5	(3)	Describe ways in which the double standard operates in male-female relationships.	2.32	0.63	6.22	1.27	0.33
56.5	(39)	Describe ways in which communication between two people can be blocked.	2.32	0.66	6.38	1.04	0.31
56.5	(41)	Explain how the messages received from books, TV, and movies both encourage and discourage sexual activity.	2.32	0.63	6.36	1.09	0.32

Table 23 (continued)

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
56.5	(62)	Suggest ways in which people are accepted into groups.	2.32	0.61	6.27	1.10	0.36
60	(18)	Describe ways in which girls try to attract boys.	2.31	0.62	6.12	1.24	0.31
60	(61)	Explain the advantages and disadvantages of each method of birth control.	2.31	0.72	6.17	1.46	0.31
60	(75)	Practice ways of dealing with anger.	2.31	0.65	6.36	1.11	0.27
62.5	(70)	Explain reasons why people fail to have venereal diseases treated by a doctor.	2.30	0.69	6.49	1.10	0.28
62.5	(77)	Discuss ways in which boys try to attract girls.	2.30	0.65	6.23	1.17	0.30
65.5	(23)	Identify decisions which are made by self and those made by parents.	2.28	0.61	6.20	1.09	0.38
65.5	(30)	Share and discuss moral values with parents, clergy, teachers, and friends.	2.28	0.63	6.37	1.12	0.32
65.5	(40)	Explain how hormones affect growth and development during adolescence.	2.28	0.68	6.40	1.01	0.34
65.5	(66)	Compare the concept of responsibility with that of romantic notion.	2.28	0.66	6.33	1.13	0.34
68	(4)	Explain how each of the methods of birth control is used and how effective each is.	2.26	0.70	6.16	1.49	0.24
69	(20)	Suggest guidelines for working out disagreements with parents.	2.25	0.62	6.56	0.94	0.25

Table 23 (continued)

Rank	Item No.	Item	PREPAREDNESS SCORES Mean	PREPAREDNESS SCORES Standard Deviation	APPROVAL SCORES Mean	APPROVAL SCORES Standard Deviation	Approval/ Preparedness Correlation
70	(74)	Explain how emotions affect the decision to use birth control.	2.24	0.73	6.20	1.35	0.34
71.5	(27)	State advantages of planning for sexual activity.	2.23	0.70	5.92	1.60	0.30
71.5	(43)	Explain why couples fail to use birth control.	2.23	0.72	6.15	1.42	0.28
73	(44)	Explain how decisions are made in dating relationships.	2.22	0.64	6.33	1.01	0.28
75	(34)	Explain why people sometimes feel guilty about their sexual feelings.	2.21	0.68	6.22	1.24	0.26
75	(42)	Suggest ways in which sexual responsibility can be handled.	2.21	0.66	6.39	1.16	0.25
75	(45)	List reasons why young people fail to plan for sexual intercourse.	2.21	0.73	6.21	1.38	0.23
77	(11)	Explain the effects of failing to treat venereal diseases.	2.19	0.70	6.65	0.95	0.18
78	(12)	Explain the use of verbal and nonverbal language to express thoughts and feelings.	2.18	0.64	6.21	1.14	0.35
79.5	(28)	Describe ways in which sexual feelings may be expressed.	2.15	0.68	5.98	1.45	0.27
79.5	(31)	Describe a medical examination required for obtaining methods of birth control.	2.15	0.76	5.94	1.55	0.27
81	(17)	State causes, symptoms, cures, and ways of preventing each of the venereal diseases.	2.13	0.71	6.58	1.00	0.15

Table 23 (continued)

			PREPAREDNESS SCORES		APPROVAL SCORES		Approval/ Preparedness Correlation
Rank	Item No.	Item	Mean	Standard Deviation	Mean	Standard Deviation	
82	(73)	Explain ways in which sexual feelings fit into lifestyles.	2.12	0.68	6.04	1.33	0.32
83	(57)	Recognize male and female similarities in stages of sexual excitement.	2.09	0.73	5.62	1.74	0.28
84	(19)	Explain how the messages received from parents, clergy, and friends both encourage and discourage sexual activity.	2.07	0.65	6.14	1.21	0.32

Mean Preparedness Scores According to Theme

The determination of teachers' self-reported competence according to themes or subtests was the aim of research question eight. Means and standard deviations of competence scores were computed by theme for the two teacher groups. The scores are given in Tables 24-29.

Table 24

MEAN PREPAREDNESS SCORES ON SUBTEST:

CHANGING BODIES AND MEDICAL CONCERNS

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	382	2.45	0.49	-6.51, $p < 0.0001$
Non-Family Living & Child Development Teachers	363	2.20	0.55	

Table 25

MEAN PREPAREDNESS SCORES ON SUBTEST:

VALUES CLARIFICATION

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	382	2.46	0.44	-4.78, $p < 0.0001$
Non-Family Living & Child Development Teachers	363	2.30	0.48	

Table 26

MEAN PREPAREDNESS SCORES ON SUBTEST:

DECISION-MAKING

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	382	2.50	0.44	-4.80, $p < 0.0001$
Non-Family Living & Child Development Teachers	363	2.33	0.48	

Table 27

MEAN PREPAREDNESS SCORES ON SUBTEST:

FAMILY RELATIONSHIPS

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	382	2.48	0.48	-4.12, $p < 0.0001$
Non-Family Living & Child Development Teachers	363	2.33	0.47	

Table 28

MEAN PREPAREDNESS SCORES ON SUBTEST: INTERPERSONAL RELATIONS

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	382	2.42	0.45	-3.67, $p < 0.0003$
Non-Family Living & Child Development Teachers	363	2.29	0.51	

Table 29

MEAN PREPAREDNESS SCORES ON SUBTEST: ROLE DEVELOPMENT

Group	N	Mean	Standard Deviation	*t* Value
Family Living & Child Development Teachers	382	2.44	0.52	-3.36, $p < 0.0008$
Non-Family Living & Child Development Teachers	363	2.32	0.44	

Thematic competence scores ranged from 2.20 for non-family living teachers for Changing Bodies and Medical Concerns to 2.50 for family living teachers for Decision-making.

Based on the real limits of the number 3 (2.50 to 3.50), only one theme (Decision-making) received a competence rating of "Well Prepared." The mean competence was 2.50 for family living teachers, indicating that they perceived themselves well prepared to teach the theme, Decision-making. The five remaining themes received competence scores ranging from 2.20 to 2.48, indicating that teachers perceived themselves moderately prepared for teaching those subject areas.

Thematic Differences in Perceptions of Competence

The question of whether thematic differences existed in perceptions of competence between family living teachers and other home economics teachers was asked in question nine.

Means and standard deviations for each theme were determined for both teacher groups so that *t*-tests could be conducted. T-scores and results are given in Tables 24-29.

Thematic competence scores were higher for family living teachers than for other home economics teachers, and the difference was significant for every theme ($p = .05$). This difference probably was not anticipated because home economics teachers generally are not trained as area specialists. Possibly family living teachers perceived themselves as more prepared through such opportunities as: additional coursework, in-service training, or the daily, continuing demands of the family living teaching process.

However, it must be pointed out that although significant differences existed in self-reported competence, both teacher groups perceived themselves as moderately prepared to teach every theme except one: Decision-making -- the area in which family living teachers perceived themselves as well prepared to teach. The mean perceived competence score obtained for the latter was 2.50, the minimum score for a rating as well-prepared.

Relationship Between Approval of Objectives and Self-Reported Competence

Question 10 sought to determine the correlation between approval and preparedness scores. The analysis attempted to determine the degree of security that teachers felt concerning their competence in teaching pregnancy prevention objectives. (If teachers were to assign the highest competence scores to the most highly approved objectives and the lowest competence scores to the least approved objectives, the resulting high correlations would indicate that teachers felt secure regarding their teaching competence. On the other hand, if teachers were to assign the lowest competence scores to the highly approved objectives, the low correlations would indicate that teachers believed themselves to be poorly prepared to teach important competencies and likely would be receptive to in-service training to upgrade their competence.)

Correlation scores were computed by the Spearman-Brown rank order formula (Tables 14, 15, and 23). Actual correlations ranged from 0.15 for item 17 (State causes, symptoms, cures, and ways of preventing each of the venereal diseases.) to 0.42 for item 81 (Identify personality characteristics that are important in friends, dates, and marriage partners.). Both extreme correlation scores were among the 22 objectives given "Strong Approval" ratings by all teachers.

There is no absolute agreement on what constitutes a high or low correlation. A general rule for judging correlation size, disregarding use, is to consider an r of 0.70 to 1.00 (either + or -) a high correlation and an r of 0.20 to 0.40 as a relatively low correlation. The correlations from this investigation (0.15 to 0.42) fell within the low range. However, the general rule is not applicable in this study. Here, the actual ratings assigned by teachers were within a very narrow range. Approval ratings varied by only 1.11 points (6.73 to 5.62) and preparedness ratings differed by only .58 points (2.65 to 2.07). Therefore, the correlation scores (r_s) provided little information for interpretive purposes. However, additional insight may be gained by examining and comparing objectives having the highest correlation scores with those having the lowest scores. Ten items representing each extreme category are presented in Tables 30 and 31 (Eleven objectives are presented in Table 30 because of tied scores.).

Table 30

OBJECTIVES HAVING HIGHEST APPROVAL/PREPAREDNESS CORRELATION SCORES

NO.	ITEM	MEAN APPROVAL SCORE	MEAN PREPAREDNESS SCORE	r_s
(81)	Identify personality characteristics that are important in friends, dates and marriage partners.	6.55	2.54	.42
(23)	Identify decisions which are made by self and those made by parents.	6.20	2.28	.38
(35)	Compare roles of mothers and fathers and explain how these are acquired.	6.39	2.46	.37
(50)	Describe characteristics of meaningful friendships among members of the same sex and the opposite sex.	6.46	2.43	.37
(51)	Explain the differences between personal goals and family goals.	6.35	2.50	.37
(6)	Suggest ways for asking for a date.	5.84	2.39	.36
(7)	Identify basic emotions of people.	6.55	2.48	.36
(14)	Define the term role.	6.23	2.53	.36
(36)	Discuss personal values that result in appropriate behavior in dating situations.	6.47	2.37	.36
(62)	Suggest ways in which people are accepted into groups.	6.27	2.32	.36
(84)	Compare roles of husbands and wives and explain how these are acquired.	6.26	2.46	.36

An analysis of the ten objectives revealed three striking characteristics: 1) all objectives dealt primarily with the cognitive domain; 2) the majority of the objectives were knowledge-level skills; and 3) the subject matter content was of a "safe" nature, i.e., not controversial.

The objectives given the lowest approval/preparedness correlation scores (Table 31) should be examined to understand the divergence. Although the items were stated in cognitive terms, many have strong affective orientations. Probably, however, the most distinctive common feature of these ten objectives was their subject matter content. All but two dealt explicitly with sexual information including venereal disease, birth control, and intercourse. The remainder (items 52 and 38) may have been viewed as value conflicts within society. In summary, all ten items represented an area of controversy.

Table 31

OBJECTIVES HAVING LOWEST APPROVAL/PREPARED CORRELATION SCORES

NO.	ITEM	MEAN APPROVAL SCORE	MEAN PREPAREDNESS SCORE	r_s
(17)	State causes, symptoms, cures, and ways of preventing each of the venereal diseases.	6.58	2.13	.15
(11)	Explain the effects of failing to treat venereal diseases.	6.65	2.19	.18
(2)	Explain how both partners can take responsibility for birth control.	6.42	2.46	.21
(9)	Weigh the consequences for premarital pregnancy.	6.73	2.47	.21
(71)	Explain reasons why some teenagers become pregnant.	6.65	2.45	.21
(52)	Describe the characteristics of meaningful marriage relationships.	6.36	2.46	.22
(38)	Suggest advantages and disadvantages of having children.	6.57	2.59	.23
(45)	List reasons why young people fail to plan for sexual intercourse.	6.21	2.21	.23
(67)	Cite the consequences of having premarital sexual intercourse.	6.55	2.47	.23
(4)	Explain how each of the methods of birth control is used and how effective each is.	6.16	2.26	.24

The Pearson product moment correlation formula was used to compute the correlation between total mean approval and total mean preparedness scores. The resulting correlation, r = .51, is somewhat difficult to interpret. This moderate correlation may be viewed as a trend toward a pattern in which the teachers perceived their compentence commensurate with their degree of approval of objectives. However, the limited preparedness choices (1 = Not Prepared at all, 2 = Sometimes Prepared, 3 = Well Prepared) may have contributed to this moderate figure.

Identification of Teaching Approach

The identification of characteristic teaching approach was the aim of question 11. Only two approaches could be identified effectively through use of the instrument: the didactic and discovery approaches.

The didactic approach is necessary for teaching factual information; the discovery approach is used to help students personalize and use the information, thus eventually changing their behavior. The review of literature indicated that family living was particularly well suited to teacher use of the discovery approach and that pregnancy prevention education requires the use of such an approach (Schinke et al., 1979).

Included in the instrument was the question, "Which one of the following statements do you believe best describes your teaching approach?"

(Choose one)

> Verbalization of each concept or generalization is delayed until the end of the instructional sequence in which it is taught.
>
> Verbalization is the initial step in the instructional sequence for teaching each concept or generalization.

The first choice describes the discovery approach, and the second choice describes the didactic approach.

Teacher responses were categorized according to approach and frequencies were counted. The number of teachers selecting each approach is given in Table 32.

The majority (88 percent) of all teachers indicated the didactic approach as their characteristic teaching style. The two groups were very similar in their responses with 89 percent of family living teachers and 87 percent of all other home economics teachers selecting the didactic approach.

The data indicate that family living teachers and other home economics teachers approach the teaching-learning process in a similar way. That style is the didactic approach. However, as defined earlier, the didactic approach lends itself primarily to imparting information. It cannot be relied upon to help students achieve competencies identified as critical to pregnancy information education (Schinke et al., 1979): 1) processing and integrating information; 2) personalizing and using information in decision making; and 3) developing behavioral skills to implement the decisions.

Differentiation of Teaching Approach

Question 12 sought to determine whether there were differences in teaching approach between the two teacher groups. Response frequencies are given in Table 32. Although visual inspection revealed analysis to be hardly necessary, frequencies were analyzed by means of chi square (X^2) analysis which was used to determine whether the two teacher groups had significantly different distributions across the two categories (approaches).

The chi square value obtained, $X^2 = 0.845$ (df = 1; $p < 0.3581$), was not significant ($p = .05$); therefore, we conclude that there is no difference between the two groups in teaching approach. The results of the analysis are shown in Table 32.

Table 32

CHOICE OF TEACHING APPROACH BY

TEACHING GROUP

	Teaching Approach			
Teacher Group	Didactic	Discovery	Total	X^2 Value
Family Living & Child Development Teachers	322	39	361	0.845 $p < 0.3581$
Other Home Economics Teachers	300	45	345	
Total	622	84	706	

Interpretation of these data is complicated by the property of mutuality between the two approaches. Although it would be possible to use the didactic approach exclusively, it would not be possible to use the discovery approach exclusively. The instrument requested teachers to select the statement that best described their teaching approach, and to indicate their characteristic approach. However, the property of mutuality could not be included in the research item without biasing responses.

Recognizing the property of mutuality, one may interpret the results in several ways. First, most teachers may have perceived the teaching of family living to consist of imparting information such as facts, rules, principles, procedures, and guidelines. This perceprion would require the use of the didactic approach, and, in fact, most teachers selected the didactic approach.

Second, most family living teachers perceived family life instruction to require the use of discovery methods, and they recognized mutuality between the two approaches. Faced with this apparent conflict, they selected the didactic approach because gaining knowledge is considered the basic tenet of learning.

Third, although family living teachers perceived that teaching family life subject matter requires both cognitive and affective processes, they may have believed themselves unprepared to teach such competencies and thus use the simpler approach, the didactic approach.

This third explanation may provide additional insight into self-reported competence scores. Teachers rated themselves moderately prepared to teach the 84 skills included in the Inventory and better prepared to teach cognitive skills rather than affective ones. Whereas didactic teaching is designed for teaching cognitive skills, these teaching approach and self-reported competence findings are consistent.

However, as indicated, interpretation of these data cannot be stated with certainty. The existence of such differences in responses between the two approaches warrants additional attention.

Factor Analysis

Instrument responses were factor-analyzed to assess the extent to which various themes could be measured or identified. The principal axis method with varimax rotation was used. Eigen values of 38.65 and 10.58 were computed. Although two factors, accounting respectively for 0.67 and 0.18 percent of the variability, were encountered, no valid data interpretation could be made because of the extremely limited range of actual responses to each item.

CONCLUSIONS AND RECOMMENDATIONS

The following objectives were accomplished in Phase II:

1. Compilation of demographic profiles of vocational home economics teachers in Florida
2. Assessment of approval by teachers for instructional objectives developed for a pregnancy prevention program and their perceived competence to teach such objectives
3. Determination of the characteristic teaching approaches preferred by home economics teachers in Florida
4. Workshop presentations of research findings and methods of teaching pregnancy prevention to Florida vocational home economics teachers
5. Establishment of a Resource Center for use by community professionals in implementing pregnancy prevention education.

The research team administered the needs assessment instrument to Florida vocational home economics teachers in an effort to determine the potential for successful implementation of such a pregnancy prevention education program in middle school. We acknowledge that teachers must approve and feel prepared to teach identified competencies before these skills can be included in middle school curricula. To this end, teacher attitudes were assessed, research findings were shared and resource materials were accumulated.

Conclusions

Demographic profiles. The composite profiles represent the most complete information available about Florida home economics teachers. The instrument went beyond requesting the usual educational data and asked for such personal information as marital status, number of children, religion, type of community, and even the preferred teaching area. Such information can be important if further analyses are desired to study selected responses of certain groups (i.e., characteristics such as marital status, community type, religion, age, and parenthood status of the individual who is most likely to respond with a "Strong Approval" rating to item 00).

An unanticipated finding was the choice of family living and child development as the most preferred teaching area. Prior to our study, the area of clothing and textiles was presumed to be the most preferred area of teaching in home economics (and indeed, the percentage indicating the choice of clothing and textiles closely approximates the family living and child development preference). Approximately 47 percent of all teachers perferred to teach family living and child development while 42 percent preferred to teach clothing and textiles.

The profiles revealed that family living teachers and other home economics teachers are homogeneous as to age, marital status, parenthood status, community status, religion, education, states from which they received bachelor degrees and teaching experience.

The response rate to the questionnaire was adequate to ensure that the data are representative of the population of vocational home economics teachers in Florida.

Approval of Objectives. Instrument responses ascertained that teachers approved the 84 skills included in the Inventory. All objectives received either strong or moderate approval. These high ratings indicate that Florida vocational home economics teachers support the inclusion of the skills in a pregnancy prevention program.

Approval of Themes. Home economics teachers approved the six themes comprising the Inventory.

Family living teachers and other home economics teachers gave very similar responses in approving the range of pregnancy prevention objectives. Family living teachers strongly approved the Family Relationships theme. Both teacher groups moderately approved the remaining themes: Changing Bodies and Medical Concerns, Values Clarification, Decision-making, Interpersonal Relations and Role Development. Although every theme received a higher approval rating from family living teachers than from other home economics teachers, there were no significant differences between the two groups on approval measures.

Competence in Teaching Objectives. Preparedness scores indicated that teachers perceived themselves as moderately prepared to teach the identified competencies. In the absence of "Not Prepared At All" ratings, we infer that Florida teachers believe their preparation is sufficient to teach pregnancy-prevention education.

Although the two teacher groups did not differ on skill approval measures, family living teachers rated themselves more prepared to teach every objective than did other home economics teachers. This difference was reflected in thematic statistical tests that indicated significant ($p = .05$) competence differences between the two groups. This finding may be explained by reasoning that teachers are self-prepared to meet the demands of their classroom responsibility.

Competence scores were self-reported rather than measured. These attitudinal ratings may be questioned on the basis that teachers may have reported more favorable self-ratings than their competence warranted. However, we believe these self-assessments are probably accurate for several reasons: (1) teachers were assured that their responses would be confidential; (2) the cover letter explained that the purpose of the instrument was to provide a basis for in-service training needs (rather than to evaluate teacher competence); (3) the survey question contained the word "preparedness" rather than "competence"; and (4) the scores were not extremely high. The majority of responses were within the "Somewhat Prepared" category. For these reasons, the research team concluded that responses were valid.

Competence scores appeared to be dependent upon three primary characteristics: subject matter content, domain of learning and domain level. Lower competence scores were assigned to items involving content of a sexual nature such as birth control, venereal diseases, and sexual behavior. Lower competence scores were assigned also to affective objectives as opposed to cognitive objectives, although affective objectives were stated cognitively. Last, cognitive objectives written to reflect the first level of learning, knowledge, received the highest competence scores.

Competence in Teaching Themes. Home economics teachers perceived themselves as moderately prepared to teach the six subtests. Family living teachers indicated they believed themselves well prepared to teach Decision-making, and both teacher groups reported themselves somewhat prepared to teach the remaining themes. Family living teachers perceived themselves better prepared to teach all themes than did other home economics teachers.

Approval/Preparedness Correlation. Correlational computations yielded somewhat ambiguous information about the relationship between approval of objectives and perceived competence in teaching those objectives. The moderate correlation obtained, r = .51, may be interpreted as indicating a trend toward perceived competence commensurate with degree of approval of objectives. Thematic correlational computations might give additional information concerning this trend since five of the ten objectives given the lowest item correlation scores were included in the Decision-making theme.

Teaching Approach. The majority (88 percent) of all teachers indicated the didactic approach was their characteristic teaching approach. Similar percentages of family living teachers and other home economics teachers selected the didactics response as opposed to the discovery teaching response.

This finding is consistent with the self-reported competence ratings of teachers. Teachers reported themselves moderately prepared to teach identified objectives. Moderate competence ratings could be anticipated in view of the finding that teachers relied on the didactic approach. However, the property of mutuality between the two approaches warrants additional attention to the issue.

Recommendations

Curriculum development. Florida vocational home economics teachers approved of the 84 identified skills included in the Inventory and perceived themselves as at least moderately prepared to teach these skills. Our research team believes that a curriculum developed on the basis of skills identified and validated in Phase I would be acceptable to Florida vocational home economics teachers.

Florida family living teachers approved most strongly of the Family Relationships theme and indicated that they were well prepared to teach the Decision-making theme. Therefore, a home economics curriculum aimed at the prevention of premature pregnancy should be weighted toward these two themes in order to make maximum use of the self-perceived skills and to motivate teachers in implementing the curriculum.

Florida teachers perceived themselves to be least competent in concepts of a sexual nature; therefore, special attention should be directed to such areas in developing curriculum. Further, training in sexual concepts should be provided for teachers who will use the curriculum.

Pre-service and inservice education. Teachers also assigned lower competency scores to affective objectives and higher competence to objectives pertaining to low levels of cognitive learning. This reflects a need for preservice and inservice education in methods of achieving educational objectives in domains of learning that are difficult to evaluate -- those involving values and feelings, as well as those higher levels of cognitive learning.

Therefore, we advocate preservice and inservice education to aid teachers in effectively using other teaching approaches in addition to the didactic. Reliance on didactic teaching is best suited for teaching knowledge-level objectives and would result in limited success in achieving family living competencies that are heavily dependent on affective processes.

We further recommend that preservice preparation for vocational home economics teachers include college credit in Human Sexuality as well as some preparation for helping advance moral reasoning of their students.

Further, the finding that family living teachers viewed themselves significantly more prepared than other home economics teachers to teach all instrument themes indicates that teachers self-prepare to meet their responsibilities. A discovery approach to teacher training would support the idea of a great deal of pre-service involvement in Family Living classes in schools as a part of professional preparation.

Further Use of the Instrument

As suggested in the final report of Phase I of this project, the *Needs Assessment Inventory for Teenage Pregnancy Prevention* will be useful for systematic needs assessment. Our research team believes that various groups would generally support a pregnancy prevention program when skills are specified and can be examined and judged.

APPENDIX A

THE INSTRUMENT

File No. ________

NEEDS ASSESSMENT INVENTORY
for
TEENAGE PREGNANCY PREVENTION

by

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DIRECTIONS: Below is a series of skills related to prevention of pregnancy for adolescents between thirteen and fifteen years of age. These skills could be taught in an educational program.

Please indicate your level of approval for including each skill in an educational program for adolescents between thirteen and fifteen years of age by circling the appropriate number to the right of each item. Please be sure to complete each item.

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

In addition, please indicate the degree to which you feel your education and training have prepared you to teach each skill to adolescents between thirteen and fifteen years of age by circling the appropriate number to the extreme right of each item. Please be sure to complete each item.

1 = Not prepared at all
2 = Somewhat prepared
3 = Well prepared

EXAMPLES:	APPROVAL	PREPAREDNESS
1. Explain the difference between love and attraction.	1 2 3 4 5 6 [✓ 7]	1 [✓ 2] 3

If you strongly approve of this skill being included in an educational program aimed at the prevention of pregnancy in adolescents, circle 7 under APPROVAL.

If you feel that your education and training have prepared you somewhat to teach this skill, circle 2 under PREPAREDNESS.

	APPROVAL	PREPAREDNESS
2. Describe important factors in selecting a marriage partner.	1 [✓ 2] 3 4 5 6 7	[✓ 1] 2 3

If you disapprove somewhat of this skill being included in an educational program aimed at the prevention of pregnancy in adolescents, circle 2 under APPROVAL.

If you feel that your education and training have not prepared you to teach this skill, circle 1 under preparedness.

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

Key for marking the level of preparedness to teach each skill:

1 = Not prepared at all
2 = Somewhat prepared
3 = Well prepared

SKILLS FOR ADOLESCENTS	APPROVAL	PREPAREDNESS
1. State signs of pregnancy in the female.	1 2 3 4 5 6 7	1 2 3
2. Explain how both partners can take responsibility for birth control.	1 2 3 4 5 6 7	1 2 3
3. Describe ways in which the double standard operates in male-female relationships.	1 2 3 4 5 6 7	1 2 3
4. Explain how each of the methods of birth control is used and how effective each is.	1 2 3 4 5 6 7	1 2 3
5. List things most liked and disliked about taking care of babies and toddlers.	1 2 3 4 5 6 7	1 2 3
6. Suggest ways of asking for a date.	1 2 3 4 5 6 7	1 2 3
7. Identify basic emotions of people.	1 2 3 4 5 6 7	1 2 3
8. Identify qualities of people who succeed in an interesting job.	1 2 3 4 5 6 7	1 2 3
9. Weigh the consequences of premarital pregnancy.	1 2 3 4 5 6 7	1 2 3
10. List things most liked and disliked about taking care of school-aged children.	1 2 3 4 5 6 7	1 2 3
11. Explain the effects of failing to treat venereal diseases.	1 2 3 4 5 6 7	1 2 3
12. Explain the use of verbal and nonverbal language to express thoughts and feelings.	1 2 3 4 5 6 7	1 2 3
13. Establish and use guidelines for communicating well with friends.	1 2 3 4 5 6 7	1 2 3
14. Define the term "role."	1 2 3 4 5 6 7	1 2 3
15. Compare mature and immature ways of achieving independence from parents.	1 2 3 4 5 6 7	1 2 3
16. Discuss the responsibilities of being the parent of a teenager.	1 2 3 4 5 6 7	1 2 3
17. State causes, symptoms, cures, and ways of preventing each of the venereal diseases.	1 2 3 4 5 6 7	1 2 3
18. Describe ways in which girls try to attract boys.	1 2 3 4 5 6 7	1 2 3
19. Explain how the messages received from parents, clergy, and friends both encourage and discourage sexual activity.	1 2 3 4 5 6 7	1 2 3
20. Suggest guidelines for working out disagreements with parents.	1 2 3 4 5 6 7	1 2 3
21. Describe ways in which people can show their love for one another.	1 2 3 4 5 6 7	1 2 3
22. Describe ways in which male and female bodies change during adolescence.	1 2 3 4 5 6 7	1 2 3

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

Key for marking the level of preparedness to teach each skill:

1 = Not prepared at all
2 = Somewhat prepared
3 = Well prepared

SKILLS FOR ADOLESCENTS	APPROVAL	PREPAREDNESS
23. Identify decisions which are made by self and those made by parents.	1 2 3 4 5 6 7	1 2 3
24. Describe ways in which roles of wife, mother, and career person sometimes conflict with and complement one another.	1 2 3 4 5 6 7	1 2 3
25. Describe characteristics of meaningful dating relationships.	1 2 3 4 5 6 7	1 2 3
26. Compare male and female reproductive systems.	1 2 3 4 5 6 7	1 2 3
27. State advantages of planning for sexual activity.	1 2 3 4 5 6 7	1 2 3
28. Describe ways in which sexual feelings may be expressed.	1 2 3 4 5 6 7	1 2 3
29. Practice ways of working out disagreements between friends.	1 2 3 4 5 6 7	1 2 3
30. Share and discuss moral values with parents, clergy, teachers, and friends.	1 2 3 4 5 6 7	1 2 3
31. Describe a medical examination required for obtaining methods of birth control.	1 2 3 4 5 6 7	1 2 3
32. Assess advantages and disadvantages of an interesting job.	1 2 3 4 5 6 7	1 2 3
33. Describe the following kinds of love: love of God, brotherly love, love between a man and a woman, and love between parents and child.	1 2 3 4 5 6 7	1 2 3
34. Explain why people sometimes feel guilty about their sexual feelings.	1 2 3 4 5 6 7	1 2 3
35. Compare roles of mothers and fathers and explain how these are acquired.	1 2 3 4 5 6 7	1 2 3
36. Discuss personal values that result in appropriate behavior in dating situations.	1 2 3 4 5 6 7	1 2 3
37. Explain the difference among three phases of the menstrual cycle indicating when conception is most likely to occur.	1 2 3 4 5 6 7	1 2 3
38. Suggest advantages and disadvantages of having children.	1 2 3 4 5 6 7	1 2 3
39. Describe ways in which communication between two people can be blocked.	1 2 3 4 5 6 7	1 2 3
40. Explain how hormones affect growth and development during adolescence.	1 2 3 4 5 6 7	1 2 3
41.. Explain how the messages received from books, TV, and movies both encourage and discourage sexual activity.	1 2 3 4 5 6 7	1 2 3
42. Suggest ways in which sexual responsibility can be handled.	1 2 3 4 5 6 7	1 2 3

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

Key for marking the level of preparedness to teach each skill:

1 = Not prepared at all
2 = Somewhat prepared
3 = Well prepared

SKILLS FOR ADOLESCENTS	APPROVAL	PREPAREDNESS
43. Explain why couples fail to use birth control.	1 2 3 4 5 6 7	1 2 3
44. Explain how decisions are made in dating relationships.	1 2 3 4 5 6 7	1 2 3
45. List reasons why young people fail to plan for sexual intercourse.	1 2 3 4 5 6 7	1 2 3
46. Explain the importance of a medical examination in obtaining some methods of birth control.	1 2 3 4 5 6 7	1 2 3
47. State functions of each of the major parts of the male and female reproductive systems.	1 2 3 4 5 6 7	1 2 3
48. Suggest advantages and disadvantages of getting married.	1 2 3 4 5 6 7	1 2 3
49. Illustrate appropriate ways of declining a date.	1 2 3 4 5 6 7	1 2 3
50. Describe characteristics of meaningful friendships among members of the same sex and the opposite sex.	1 2 3 4 5 6 7	1 2 3
51. Explain the differences between personal goals and family goals.	1 2 3 4 5 6 7	1 2 3
52. Describe the characteristics of meaningful marriage relationships.	1 2 3 4 5 6 7	1 2 3
53. Explain how emotions can affect actions.	1 2 3 4 5 6 7	1 2 3
54. Discuss the meaning of kissing, petting, and intercourse for boys and girls.	1 2 3 4 5 6 7	1 2 3
55. Practice ways of working out disagreements with parents.	1 2 3 4 5 6 7	1 2 3
56. Identify and discuss sources of disagreements between young people and their parents.	1 2 3 4 5 6 7	1 2 3
57. Recognize male and female similarities in stages of sexual excitement.	1 2 3 4 5 6 7	1 2 3
58. Suggest qualities which are important for parents to have.	1 2 3 4 5 6 7	1 2 3
59. Classify those contraceptives which are used by the male and those which are used by the female.	1 2 3 4 5 6 7	1 2 3
60. Investigate an interesting job.	1 2 3 4 5 6 7	1 2 3
61. Explain the advantages and disadvantages of each method of birth control.	1 2 3 4 5 6 7	1 2 3
62. Suggest ways in which people are accepted into groups.	1 2 3 4 5 6 7	1 2 3
63. Identify personal goals related to marriage and family.	1 2 3 4 5 6 7	1 2 3
64. Explain the difference between love and affection.	1 2 3 4 5 6 7	1 2 3

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

Key for marking the level of preparedness to teach each skill:

1 = Not prepared at all
2 = Somewhat prepared
3 = Well prepared

SKILLS FOR ADOLESCENTS	APPROVAL	PREPAREDNESS
65. State the methods of birth control that require a doctor's prescription.	1 2 3 4 5 6 7	1 2 3
66. Compare the concept of responsibility with that of romantic notion.	1 2 3 4 5 6 7	1 2 3
67. Cite the consequences of having premarital sexual intercourse.	1 2 3 4 5 6 7	1 2 3
68. Discuss concerns that adolescents have about their changing bodies.	1 2 3 4 5 6 7	1 2 3
69. Describe ways in which the roles of husband, father, and career person sometimes conflict with and complement one another.	1 2 3 4 5 6 7	1 2 3
70. Explain reasons why people fail to have venereal diseases treated by a doctor.	1 2 3 4 5 6 7	1 2 3
71. Explain reasons why some teenagers become pregnant.	1 2 3 4 5 6 7	1 2 3
72. Summarize the responsibilities of being the parent of an infant or toddler.	1 2 3 4 5 6 7	1 2 3
73. Explain ways in which sexual feelings fit into lifestyles.	1 2 3 4 5 6 7	1 2 3
74. Explain how emotions affect the decision to use birth control.	1 2 3 4 5 6 7	1 2 3
75. Practice ways of dealing with anger.	1 2 3 4 5 6 7	1 2 3
76. Suggest advantages and disadvantages of being single.	1 2 3 4 5 6 7	1 2 3
77. Discuss ways in which boys try to attract girls.	1 2 3 4 5 6 7	1 2 3
78. Correctly identify the steps of decision-making.	1 2 3 4 5 6 7	1 2 3
79. Define the following terms: values, goals, and decision-making.	1 2 3 4 5 6 7	1 2 3
80. Explain how cooperation among family members helps each individual to achieve personal goals.	1 2 3 4 5 6 7	1 2 3
81. Identify personality characteristics that are important in friends, dates, and marriage partners.	1 2 3 4 5 6 7	1 2 3
82. Identify places where safe and effective contraceptives can be obtained.	1 2 3 4 5 6 7	1 2 3
83. Identify the areas in a teenager's life for which he/she is responsible.	1 2 3 4 5 6 7	1 2 3
84. Compare roles of husbands and wives and explain how these are acquired.	1 2 3 4 5 6 7	1 2 3

PLEASE SUPPLY THE INFORMATION REQUESTED BELOW:

Age: Under 25 ___ 25-35 ___ 36-45 ___ 46-55 ___ 56-65 ___ Over 65 ___

Sex: Male ___ Female ___

Marital Status: Single ___ Married ___ Separated ___ Divorced ___

How many children do you have in each age category? (If no children, check here. ___)

Birth-5 years ___ 6-10 years ___ 11-15 years ___ 16-20 years ___ Older ___

In which type of community do you live?

Rural ___ Small Town ___ Small City ___ Suburb ___ City ___

Religious affiliation:

Catholic ___ Protestant ___ Jewish ___ Other ___

Educational level completed:

Less than B.S. ___ B.S. ___ Masters ___ Specialist ___

Where did you receive your Bachelor's Degree? In Florida? Yes ___ No ___

If not in Florida, what state? ______________________

How long have you taught Home Economics?

Presently student teaching ___ Less than 1 year ___ 1-5 years ___ 6-10 years ___

11-15 years ___ More than 15 years ___

Approximately how many Home Economics students do you teach each year?

Males _____ Females _____

In which area of Home Economics do you teach most of the time:

Foods & Nutrition ___
Consumer Education ___
Clothing & Textiles ___
Child Development and Family Relations ___
Housing ___

How long have you taught in this area? (Refer to previous question.)

Presently student teaching ___ Less than 1 year ___ 1-5 years ___ 6-10 years ___

11-15 years ___ More than 15 years ___

In which area of Home Economics do you _prefer_ to teach?

Foods & Nutrition ___
Consumer Education ___
Clothing & Textiles ___
Child Development and Family Relations ___
Housing ___

What grade level do you teach most of the time?

7th ___ 8th ___ 9th ___ 10th ___ 11th ___ 12th ___

Which one of the following statements do you believe best describes your teaching approach? (Choose one.)

Verbalization of each concept or generalization is delayed until the end of the instructional sequence in which it is taught. _____

Verbalization is the initial step in the instructional sequence for teaching each concept or generalization. _____

COMMENTS:

APPENDIX B

CORRESPONDENCE

THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA 32504
(904) 476-9500

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

TECHNICAL & VOCATIONAL STUDIES
BUSINESS EDUCATION
INDUSTRIAL ARTS
INDUSTRIAL TECHNOLOGY
VOCATIONAL EDUCATION
EDUCATIONAL LEADERSHIP

(To DISTRICT SUPERINTENDENTS)

Under Phase 1 of a grant funded by the Division of Vocational Education, Department of Education, The University of West Florida Home Economics faculty has developed an instrument to measure approval of educational objectives related to pregnancy prevention among young adolescents. The instrument could be used by private agencies and public institutions to gather information from concerned individuals for use in planning pregnancy prevention programs for young people. Specific objectives related to pregnancy prevention might be included or deleted from such programs based on a measurement of their acceptance.

Right now, adolescent pregnancy is a major concern of society in general and especially of Home Economics teachers. Phase 11 of this research project involves measuring approval of Florida Home Economics teachers for including these objectives in educational programs and also measuring their preparedness to teach them. Decisions affecting pre-service and in-service education of Home Economics teachers may be influenced by what we learn. Therefore, participation by every Florida Home Economics teacher will ensure that the most accurate conclusions are drawn.

We are asking permission for your teachers to participate in this survey. Their responses will be used only for statistical purposes and their identity and location of your school will be held in strict confidence. Please indicate your approval on the enclosed sheet noting changes in faculty where necessary. We need your reply by November 21, if possible. Surely, parents and educators share the responsibility for helping young adolescents deal with their sexuality.

Sincerely,

Betty Morse, Ph.D.
Director of Home Economics

BM/lk
Encls. (2)

MCMLXIII
THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA 32504
(904) 476-9500

TECHNICAL & VOCATIONAL STUDIES
BUSINESS EDUCATION
INDUSTRIAL ARTS
INDUSTRIAL TECHNOLOGY
VOCATIONAL EDUCATION
EDUCATIONAL LEADERSHIP

November 28, 1979

Dear Teachers:

We are well aware that adolescent pregnancy is a major concern of society in general and of home economics teachers in particular. In an effort to determine how to meet the needs of teachers, the Vocational Division of the Florida Department of Education is sponsoring a research grant which is being conducted by the Home Economics Faculty at the University of West Florida. The results of this study will give us valuable information concerning the future needs of teachers in order to help adolescents deal with the issues of sexuality.

Your participation in the project is important because decisions affecting pre-service and in-service education of home economics teachers will be influenced by what we learn. Therefore, participation by every teacher will ensure that the most accurate conclusions are drawn. Your responses will be used only for statistical purposes, and your identifying number assigned for rostering purposes will be utilized only if follow-up is necessary.

Please fill out the enclosed questionnaire and return it in the stamped envelope by December 15, 1979. If a delay cannot be avoided, please return the questionnaire as soon after that date as possible.

To show our appreciation of your investment of time in this project, we are sending you a family living teaching aid.

Sincerely,

Betty

Betty Morse, Ph.D.
Director of Home Economics

BM/lk

THE UNIVERSITY OF WEST FLORIDA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION.

THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA 32504
(904) 476-9500

COLLEGE OF EDUCATION

TECHNICAL AND VOCATIONAL STUDIES

January 18, 1980

Dear Colleague:

You recently received a Needs Assessment Inventory which was sent to Home Economics teachers in the State of Florida. The survey was sent as part of a project being funded by the Vocational Division of the Florida Department of Education. The results obtained from this project will influence decisions concerning pre-service and in-service educational needs of Home Economics teachers.

In order to draw accurate conclusions from the research, we need input from every Home Economics teacher. If you have not already responded, please make your contribution to this research by returning the enclosed questionnaire. The envelope has been addressed and stamped for your convenience. We request your response by February 15, if possible.

Many teachers have found that the experience of reflecting on the items in the inventory have contributed to their growth as a specialist in dealing with adolescents.

Sincerely,

Betty Morse

Betty Morse, Ph.D.
Director of Home Economics

BM/ap

THE UNIVERSITY OF WEST FLORIDA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION.

THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA 32504
(904) 476-9500

COLLEGE OF EDUCATION

TECHNICAL AND VOCATIONAL STUDIES

March 3, 1980

Dear Home Economics Colleague:

A number of home economics teachers in Florida have not returned the family life education questionnaires which have been sent as part of a project being funded through consumer and homemaking legislation.

We want very much to include your response in the data; therefore, we are making a special request for you to return the completed questionnaire as soon as possible. We realize that answering the questionnaire requires an investment of your time. However, we believe you will find the investment to be a wise one which will pay increasing dividends for home economics students and for the profession. At the same time, we know that drawing conclusions based on inadequate data will lead to decisions which can be detrimental to both students and teachers.

Your county office has given permission for teachers to participate in the project. Won't you return the enclosed questionnaire in the postage-free, self-addressed envelope?

Sincerely,

Betty

Betty Morse, Ph.D.
Director of Home Economics

BM/lk

Enclosures

THE UNIVERSITY OF WEST FLORIDA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION.

APPENDIX C

CONSULTANTS TO THE PROJECT

CONSULTANTS TO THE PROJECT

The following consultants were valuable for their assistance in conducting the project:

Dr. Doug Huenergardt, Clinical Psychologist, Family Counseling Center, St. Petersburg, Florida.

Mrs. Betty Jackson, Educational Consultant, Pensacola, Florida.

Dr. David Sherry, Associate Professor of Mathematics and Statistics, The University of West Florida, Pensacola, Florida.

Mrs. Linda Smock, Pinellas County Supervisor of Home Economics, Pinellas Park, Florida.

The following members of The University of West Florida Pregnancy Prevention National Advisory Group offered valuable counsel and support:

Dr. Camille Bell, Professor of Home Economics Education, Texas Tech University, Lubbock, Texas.

Dr. Jessie Bernard, Family Issues Expert, Center for the Family--American Home Economics Association, Washington, D.C.

Mrs. Kitty Funderburk, Area I Regional Consultant for Home Economics, The Florida Department of Education, Division of Vocational Education, Tallahassee, Florida.

Dr. Agnes Ridley, Former Dean, Mississippi University for Women at Columbus, Mississippi.

Mrs. Linda Smock, Pinellas County Supervisor of Home Economics, Pinellas Park, Florida.

APPENDIX D

RESOURCE CENTER MATERIALS

PREGNANCY PREVENTION EDUCATION RESOURCES

(Listed by Subject)

Teenage Pregnancy and Prevention

Teenage Pregnancy & Prevention (3 filmstrips and 3 cassettes) Three parts: I. The Problem, II. The Choices, III. The Solution. (Human Relations Media)

Problems of Adolescents: Social and Psychological Approaches (Book) Concentrates on special problems of adolescents as they grow and mature, dealing with families in crises, special problems of delinquent girl and runaway youth and reasons for their behavior. (Charles C. Thomas, Publisher)

The Teenage Pregnant Girl (Book) Intended to help physicians, nurses, social workers, and others who have contact with pregnant teenagers whether married or unmarried. (Charles C. Thomas, Publisher)

The Promiscuous Teenager (Book) Written to help the reader understand the vexing problem of how to understand and treat the sexual problems of young people. (Charles C. Thomas, Publisher)

Young, Single and Pregnant (2 filmstrips and 2 cassettes) Experts and teenagers explore subconscious motivations for becoming pregnant; discuss parental reactions, keeping the child, adoption, abortion; consider educational programs for unwed mothers. Emphasis is on prevention as the easiest solution to problems of unwanted pregnancy. (Guidance Associates)

Teenage Pregnancy: A New Beginning (Book) (New Futures, Inc.)

"Not My Daughter" Facing Up to Adolescent Pregnancy (Book) (Prentice-Hall, Inc.)

Interpersonal Problems

Relating: The Art of Human Interaction (2 filmstrips and 2 cassettes) Encourages students to evaluate critically the ways in which they relate to others. Two parts: I. Impressions, II. Communicating. (Human Relations Media)

Seminars for Parents on Adolescent Sexuality (3 booklets, 11 cassettes, 1 filmstrip, leader's guide and teacher's guide) Three parts: I. Starting a Healthy Family: Choosing Parenthood, II. Families with Special-needs Children, III. Families and Futures: Helping Self and Others.

Parents and Teenagers (Pamphlet) A clear, sympathetic discussion of why teenagers behave as they do. Suggestions on how parents can help their teenagers and themselves. (Public Affairs Pamphlets)

Problems in Human Relations: Resolving Personal Conflicts (160 slides, 2 cassettes, 2 records, teacer's guide, library processing kit) Takes a pragmatic approach to the various factors that contribute to personal conflicts and directs student attention to the methods people typically use to deal with them. (Skills Group - Problems in Human Relations)

Human Relationships: Why They Succeed or Fail (160 slides, 2 cassettes, 2 records, teacher's guide, library processing kit) Examines in depth one of the most critical factors in all human relationships -- role playing. (Skill Group - Problems in Human Relations)

The Re-education of Men and Women: Creating New Relationships (160 slides, 2 cassettes, 2 records, teacher's guide, library processing kit) Designed to encourage high school students to become aware of their own personal attitudes toward the roles of men and women. (Skills Group - Center for Humanities)

Decision Making -- Problem Solving

Dealing with Decisions (3 filmstrips and 3 cassettes) A three-part program designed to help students learn guidelines to help them think critically and challenge the sources of information they use in their decision making. Three parts: 1. The Decision-Making Process, II. Approaching Decisions Rationally, III. Deciding Under Stress. (Human Relations Media)

Life Goals: Setting Personal Priorities (3 filmstrips and 3 cassettes) A three-part program that encourages students to determine what they want most from life and emphasizes that developing skills in making decisions is important for setting personal priorities for life goals. Three goals: I. Values, II. Establishing Objectives, III. Risks and Treatment. (Human Relations Media)

Problem Solving: Using Your Head Creatively (4 filmstrips and 4 cassettes) Presents problem solving as a skill. Four parts: I. The Problem-Solving Process, II. Problem Finding, III. Idea Finding, IV. Solution Finding. (Human Relations Media)

Human Motivation: The Why of Behavior (160 slides, 2 cassettes, 2 records, teacher's guide, library processing kit) Explanations of important recent experiments in behavior, coupled with dramatized vignettes, provide young people with insights into their relationships with parents and peers and help them understand their responses to school and job situations. (Science and Mankind, Inc.)

Adolescent Development

Becoming an Adult: Psychological Tasks of Adolescence (3 filmstrips and 3 cassettes) Three parts: I. Attaining Sexual Maturity, II. Developing Independence, III. Establishing a Personal Identity. (Human Relations Media)

Development of Concepts and Attitudes (7 transparencies) Understanding personality differences, sexuality, emotions, sexual attraction, dating and partying. (Educational Record Sales)

Development Patterns of Pubescent Boys (11 transparencies) Illustrations of physical changes. (Educational Record Sales)

Development Patterns of Pubescent Girls (10 transparencies) Illustrations of physical changes. (Educational Record Sales)

Growing Into Womanhood/Growing Into Manhood (2 filmstrips and 2 cassettes) Combines explanation of physical changes leading to maturity with discussion of parallel emotional, social and sex role development in adolescent girls and boys. (Guidance Associates)

Human Reproduction -- Sex Education

Finding My Way (Textbook, student guide, teacher's guide) Discusses moral standards and decision making as well as encouraging adolescents to give serious thought to human sexuality. (Bennett)

Human Reproduction and Development Kit (a multimedia program: 1 filmstrip, 13 transparencies, 12 spirit masters, text and teaching guide plus 4 models of early stages of embryo and 5 replicas of the growing fetus) This program presents an in-depth look at embryo and fetus development and offers a complete approach to an understanding of human reproduction from fertilization to birth. (NASCO)

Understanding Sexuality (A multimedia program: 1 filmstrip with cassette, 8 reproducible study and activity sheets, 1 wall chart, 1 teacher's guide) Examines the diverse influences upon the formation of sexual attitudes and behavior, the difference between sex and love, the special pressures of adolescent sexuality and their right to make personal choices. (Butterick)

Talking to Pre-teenagers About Sex (Pamphlet) Offers guidance to parents on how to deal with the questions and normal anxieties of pre-teenagers. (Public Affairs Pamphlets)

Learning About Sex (filmstrip and cassette) Prepares junior high school students intellectually, psychologically for participation in class discussion. (Guidance Associates)

Communication

Communication Workshop for Parents of Adolescents (Paperback book: 12 - leader's guide and 50 - parents review) This program helps parents, working in groups, master a system for facilitating real communication with their adolescents. (Research Press)

Do You Really Communicate? (A multimedia program: 1 filmstrip and cassette, 8 reproducible study and activity sheets, a wall chart, and a teacher's guide) This program illustrates how and why families communicate . . . factors that interfere . . . and ways to improve open and sensitive communication among all family members. (Butterick)

Parent-Teenager Communication (Pamphlet) Stresses the importance of listening to and respecting the adolescent and his/her needs as well as complaints. Attitudes toward sex, money, religion get special attention. (Public Affairs Pamphlets)

Teenage Parent

Unplanned Parenthood: The Social Consequences of Teenage Childbearing (Book) An account of the social, economic, and psychological consequences of adolescent motherhood. (The Free Press)

Preparation for Parenthood (3 filmstrips and 3 cassettes, teacher's guide) Three parts: I. The Decision, II. The Alternatives, III. Memories. (Human Relations Media)

The School-Age Parent (4 sets; each containing 5 filmstrips, 3 cassettes, 5 booklets, one discussion guide) Four parts: 1. Becoming a Parent: The Emotional Impact, 2. Dealing with Practical Problems of Parenthood, 3. Rights and Opportunities, 4. Building a Future. (Butterick)

Unmarried Teenagers and Their Children (Pamphlet) Covers the background of out-of-wedlock pregnancies, changing attitudes toward yound unwed parents, the problems of single mothers and their babies, the role of the unwed mother, what can be done to help unwed teenagers and their mothers. (Public Affairs Pamphlets)

Values

What are Your Values and Why? (6 filmstrips and 3 records) Examines important value questions that concern life goals, humanity and injustice, the economic values, international values and the values of democracy. (Educational Record Sales)

Sexual Values: A Matter of Responsibility (2 filmstrips and 2 cassettes) Two parts: I. What's Important to You? II. Making Sexual Decisions. (Human Relations Media)

PREGNANCY PREVENTION EDUCATION RESOURCES

(Listed by type of media)

Books and Pamphlets

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Transparencies

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APPENDIX E

SEMINAR PRESENTATIONS

THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA 32504
(904) 476-9500

COLLEGE OF EDUCATION

OFFICE OF THE DEAN
EXTENSION 248

SEMINAR IN FAMILY LIFE EDUCATION

Objective: To update theory, subject matter and teaching methods in personal development and relationships for middle school students

Opening, Introduction, Problem Statement
1979 Statistics by County

Can of Squirms -- Small groups

The Clinical Perspective

The Teacher's Dilemma

Profile of the Home Economics Teacher

Four Methods for Teaching

Introduction

1. Lecture
2. Discovery Approach
3. Empathetic Approach
4. Open Discussion

Closing -- Legal Implications

Consultants: Betty Morse, Ph.D., Home Economics Education, Director of Home Economics, University of West Florida, Pensacola

Doug Huenergardt, Ph.D., Clinical Psychology and Interpersonal Communcation, Family Counseling Center, Clearwater.

Linda Smock, M.S., Home Economics Education, former Family Living teacher, St. Petersburg, now Supervisor of Secondary Home Economics, Pinellas County

Seminars in Family Life Education
Summer, 1980

Region 1	Regional Consultant
Panama City September 26-27	Kathleen Funderbunk Tallahassee
Region 2	
Jacksonville August 1	Valeria Mason Gainesville
Region 3	
Ocala July 28	Nanette Rodgers Orlando
Sanford July 29	
Region 4	
Arcadia August 15	Iris Helveston Tampa
Bartow August 23	
St. Petersburg January 12 (planned)	
Region 5	
Palm Beach August 14	Alice Tingler Boca Raton
Miami August 19	
Naples October 31	
Fort Lauderdale February 27 (planned)	

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ABSTRACT

The purposes of this study were threefold: (1) To survey attitudes of Florida vocational home economics teachers concerning a pregnancy prevention education program for early adolescents; (2) The establishment of a Resource Materials Center for professional use; and (3) The presentation of seminars to Florida vocational home economics teachers and administrators to provide training in methods of presenting pregnancy prevention education.

Specifically the following objectives were accomplished:

1. Compilation of demographic profiles of Florida home economics teachers.
2. Determination of approval for each skill cited in the *Needs Assessment Inventory for Teenage Pregnancy Prevention*.
3. Determination of self-reported competence to teach each skill cited in the Inventory.
4. Correlation of approval and competence scores.
5. Determination of responses to the six subtests or themes.
6. Differentiation between family living teachers and other home economics teachers regarding responses to themes.
7. Differentiation between teacher groups as to choice of teaching approach.
8. Selection, search, purchase and cataloging of resource materials.
9. Housing of pregnancy prevention resource materials in Curriculum Laboratory of The University of West Florida library.
10. Provision of in-service training to Florida vocational home economics teachers and administrators regarding methods of pregnancy prevention education.

The Inventory was administered to 1274 vocational home economics teachers. Teachers approved the range of objectives and reported themselves at least moderately prepared to teach them. Although there were no differences between family living and child development teachers and other home economics teachers in approval of objectives, family living and child development teachers reported themselves significantly more prepared to teach the 84 items. There were no differences in teaching approach between family living and other teachers. The majority of teachers in both teacher groups selected didactics as their characteristic approach. A teacher profile of demographic variables was compiled. A resource materials center was established and teacher seminars were presented to further the pregnancy prevention education proficiency of Florida vocational home economics teachers.

This public document was promulgated at an annual cost of $2,867.52 or $5.7350 to report a survey of Florida Vocational Home Economics teachers which measured their approval of and preparedness to teach educational objectives aimed at the prevention of pregnancy. UWF 63-10-80.

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Tallahassee, Florida
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